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VOL. XXX

JUNE, 1918

The Slippery Rock State Normal School BULLETIN



CATALOGUE NUMBER

1918-19

Published Quarterly in June, September, December and March

By the Trustees of

Slippery Rock State Normal School

Slippery Rock, Pa.

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Practical Horticulture

The Slippery Rock State Normal School Bulletin

VOL. 30

JUNE, 1918

NO. 1

Issued Quarterly in June, September, December and March by the Trustees of
Slippery Rock State Normal School.

Thirtieth Annual Catalogue



Eleventh District
SLIPPERY ROCK, PENNA.
1917-1918

CALENDAR

1918-1919

FALL TERM OF THIRTEEN WEEKS

Opens Tuesday, September 10, 1918.

Closes Wednesday, November 27, 1918.

WINTER TERM OF FOURTEEN WEEKS

Opens Tuesday, December 3, 1918.

Vacation, December 20 to Jan. 2, 1919.

Closes Friday, March 14, 1919.

SPRING TERM OF THIRTEEN WEEKS

Opens Tuesday, March 25, 1919.

Commencement, Wednesday, June 18, 1919.

SUMMER TERM OF EIGHT WEEKS

Opens Monday, June 23, 1919.

Closes Friday, August 15, 1919.

IMPORTANT DATES IN THE CALENDAR

Philomathean Literary Society Anniversary, Saturday, Oct. 12, 1918.

Educational Conference, Saturday, Oct. 26, 1918.

Sixth Orchestra Concert, Saturday, Dec. 7, 1918.

Christmas Carol Service, Sunday, Dec. 15, 1918.

Seventh Orchestra Concert, Monday, Feb. 10, 1919.

National Week of Song, Feb. 17-22, 1919.

Third Band Concert, Monday, March 3, 1919.

Eighth Orchestra Concert, Monday, March 10, 1919.

Ninth Orchestra Concert, Saturday, April 26, 1919.

Glee Club Concert, Saturday, May 3, 1919.

Bryant Literary Society Anniversary, Saturday, May 10, 1919.

May Festival, Saturday, May 24, 1919, 1:30 P. M.

Literary Society Contest, Saturday, May 24, 1919, 8:00 P. M.

Paccalaureate Sermon, Sunday, June 15, 1919.

Third Year Class Play, Monday, June 16, 1919.

Class Day, Tuesday, June 17, 1919.

Alumni Luncheon and Public Meeting, Tuesday, June 17, 1919.

Commencement, Wednesday, June 18, 1919.

STATE BOARD OF EDUCATION

Dr. Nathan C. Schaeffer, <i>Chairman, Department of Public Instruction</i>	Harrisburg
Dr. John P. Garber, <i>Supt. of Schools</i>	Philadelphia
James M. Coughlin, <i>Supt. of Schools</i>	Wilkesbarre
William Lauder	Harrisburg
E. S. Templeton	Greenville
Robert C. Shaw, <i>Supt. of Schools, Westmoreland County</i>	Greensburg
Marcus Aaron	Pittsburg

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Clyde C. Green, <i>Supt of Schools</i>	Beaver Falls
Hon. James M. Galbreath	Butler
Origen K. Bingham	Slippery Rock
John A. Gibson, <i>Supt. of Schools</i>	Butler
Joseph H. Grandey	Rochester
Hon. Charles H. Kline	Pittsburg
Dr. Samuel C. McGarvey	Bridgeville
T. Plummer Mifflin	North Washington
Ray P. Wilson	Slippery Rock

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James M. Galbreath, *Vice President*

Origen K. Bingham, *Secretary*

H. R. Smith, *Treasurer*

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INSTRUCTION COMMITTEE

John A. Gibson	Origen K. Bingham	Clyde C. Green
James M. Galbreath	Joseph H. Grandey	

HOUSEHOLD COMMITTEE

Ray P. Wilson	James M. Galbreath
Samuel C. McGarvey	

FINANCE COMMITTEE

Charles H. Kline	T. Plummer Mifflin
Ray P. Wilson	

REGULAR NORMAL SCHOOL FACULTY

J. LINWOOD EISENBERG, A. M., Ph. D., Principal
Education

ISAAC N. MOORE, A. M.,
Science and Ethics

REV. GEORGE L. HAMM, A. B., Ph. D.,
Psychology and Methods

JOHN C. RICKETTS, A. M.,
Mathematics

D. C. MURPHY, M. E., Ph. D.,
History

FLODA McCOMB, Preceptress
Civics

INIS FLOY McCLYMONDS, M. E., (Pratt Institute)
Drawing and Penmanship

MRS. EMMA J. HAMM, M. E.,
Kindergarten

SARA RHUAMA VINCENT, M. E.,
Librarian

CLAY C. RUFF, A. M.,
Zoology, Botany and Chemistry

WILLIAM M. STEWART, B. S., A. M.,
Superintendent of Model School, Methods and Criticism

JOHN B. COOK, B. S., M. S.,
Reading and Public Speaking

JOHN F. ALLISON, A. M.,
Geography, Agriculture and Nature Study

NANCY E. CANAN,
Music

MILDRED L. CROSS, A. M.,
French and German

GLADYS B. JONES, (Pratt Institute)
Domestic Science

ROSE D. STEWART, B. L.,
English

HOWARD L. HEADLAND, A. M.,
English

BEATRIX K. MARY, A. M.,
Latin

MRS. LILLIAN DEARMIT, A. B.,
Physical Training

MRS. CORDELIA SUTTON SMITH (Resigned Apr. 2, 1918)
Instrumental Music

LODEMA B. MCCOLLOUGH
Assistant Instrumental Music

LEILA MAY FOSTER (Resigned May 18, 1918)
GRACE E. DUNBAR,
Secretary to Principal

MARIAN D. RITNER,
Secretary of Model School and Instructor in Wind Instruments

A. B. CRAWFORD
Registrar

C. C. WILLIAMS,
Steward

MRS. ADA E. VARNUM (Leave of absence)
MRS. MARTHA FRUIT
Home Department

JOHN B. BUCHANAN (Resigned May 1, 1918)
Engineer

FRANK MILLER,
Engineer

C. H. MAYBURY,
Janitor

STATE BOARD OF EXAMINERS

JUNE 10-12, 1918

C. D. KOCH*Department of Public Instruction*

W. S. HERTZOG

Principal, California

H. E. GRESS

Superintendent, Monessen

E. R. BARCLAY

Superintendent, Huntingdon

JOHN S. CARROLL

Superintendent Fayette County

H. D. FREELAND

Superintendent Greene County

C. S. KNAPP

Superintendent Warren County

FLOYD ATWELL

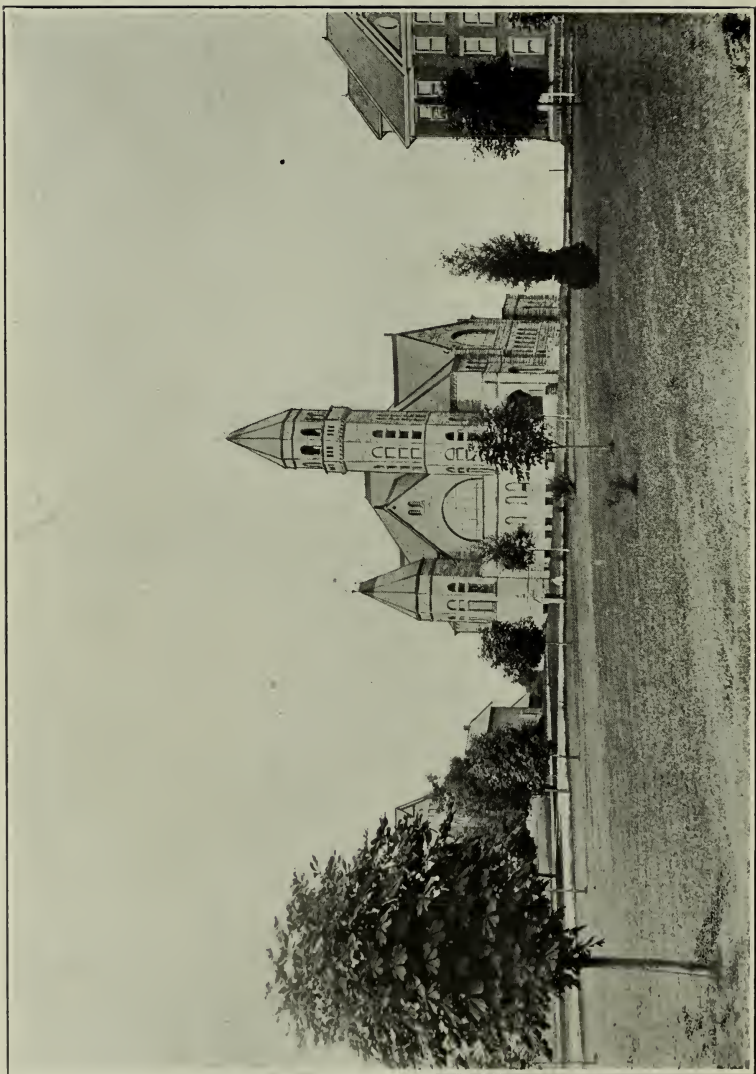
Superintendent New Brighton

J. LINWOOD EISENBERG

Principal, Slippery Rock



Campus, Looking South



Chapel

ALUMNI OFFICERS

GENERAL ALUMNI

President.....	William Barron, Slippery Rock, Pa.
Vice-President.....	Miss Rhuama Vincent, Slippery Rock, Pa.
Secretary.....	Mrs. A. B. Crawford, Slippery Rock, Pa.
Treasurer.....	A. G. Clutton, Slippery Rock, Pa.

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President.....	John E. Winner, Esq., Frick Annex, Pittsburg, Pa.
Secretary-Treasurer.....	Mrs. J. H. Sheasley, 404 Forest Ave., Pittsburg

BEAVER COUNTY

President.....	W. E. Rosenberger, Rochester, Pa.
Secretary.....	Miss Lelia Bonzo, Beaver, Pa.
Treasurer.....	Frank A. Barkley, Freedom, Pa.

BUTLER COUNTY

President.....	John E. Kocher, Zelienople, Pa.
Vice-President.....	H. L. Headland, Slippery Rock, Pa.
Secretary-Treasurer.....	Miss Sylvia Cooper, Slippery Rock, Pa.

MERCER COUNTY

President.....	Glenn Dunlap, Mercer, Pa.
Secretary.....	Miss Anna Davis, Farrell, Pa.
Treasurer.....	Miss Mary Redmond, Mercer, Pa.

SENIOR CLASS, 1918

Adzima, Mary
Allen, Veronica

Barkey, Ruthene
Badger, Ruth
Bell, Minnie
Black, Arthur
Blevins, Anna
Bovard, Esther
Brings, Marie
Brittain, Jessie
Buchanan, Mary

Campbell, Lois
Campbell, Reba
Christy, Alice
Cole, Mary

Davis, Mabel
Day, Pearl
Dimit, Bernice
Donaldson, Martha
Dunn, Mary

Ellenberger, Quay D.

Fruit, Twila

Gates, Irene
Gold, H. S.
Gold, Pearle

Hamilton, Carrie Ethel
Herron, Rhae
Hineman, Lois E.
Hobaugh, Lola
Huey, Laura
Hughes, Florence
Humes, Mildred
Humphrey, Laura

Iffert, Earl
Infield, Laura
Irwin, Rachel
Ivell, Susie

Jack, Nellie

Kauffman, Mabel
Kerr, Ruth
Kiestler, Martha
Klein, Margaret
Kyle, Helen

Lowery, Margaret

Maharg, Martha
Mohr, Emily
Mong, Gladys
McCandless, Porter
McGeary, Melba
McFate, Grace

Orr, Ilo

Patterson, Edna
Pearce, Ethel
Phillips, Elizabeth
Pitzer, Ethel
Pollock, Theodora
Porter, Hazel

624 Arch St., Duquesne, Pa.
Valencia, Pa.

Evans City, Pa.
Butler, Pa., R. D. 1
North Washington, Pa.
Volant, Pa., R. D. 4
Volant, Pa.
Keister, Pa.
12 South 7th St., Duquesne, Pa.
Beaver, Pa., R. D. 2
Dayton, Pa.

Prospect, Pa.
83 Dinsmore St., Crafton, Pa.
501 S. Arch St., Connellsville, Pa.
Sandy Lake, Pa.

Volant, Pa.
West Sunbury, Pa.
Slippery Rock, Pa.
123 Fanny St., McDonald, Pa.
4339 Dakota St., E. E. Pittsburg, Pa.

Cowansville, Pa.

Slippery Rock, Pa.

239 Hawkins Ave., North Braddock, Pa.
Sagertown, Pa.
Sagertown, Pa.

Clintonville, Pa.
807 Davis Ct., McKees Rocks, Pa.
Industry, Pa.
Butler, Pa.
Jackson Center, Pa.
Evans City, Pa.
Second St., Aspinwall, Pa.
East Brady, Pa.

Greenville, Pa.
Jackson Center, Pa.
Evans City, Pa.
Harrisville, Pa.

North Washington, Pa.

Gibsonia, Pa.
Kelly Station, Pa.
Keisters, Pa.
320 Camp Ave., Braddock, Pa.
Slippery Rock, Pa.

New Castle, Pa.

Renfrew, Pa.
36 S. Railroad Ave., Natrona, Pa.
Renfrew, Pa.
Slippery Rock, Pa.
1332 Third Ave., Arnold, Pa.
Edenburg, Pa., R. D. 2

Saxton, Pa.

Yatesboro, Pa.
Kennerdell, Pa.
New Wilmington, Pa.
New Wilmington, Pa.
Volant, Pa., R. D. 1
Evans City, Pa.

Redman, Virginia
Reno, Ethel
Reynolds, Wilmina

Schott, Marie
Searing, Russell V.
Scott, Herbert
Sherwood, Hazel
Smale, Dacie
Smith, Faune
Snyder, Minnie
Stewart, Eva
Stewart, Hulda
Stewart, Jessie
Stotler, Gayl
Studebaker, Opal
Sutter, Olive
Sweetapple, Sara

Tallant, Alice
Thomas, Hazel
Thompson, Ethel
Thompson, Etta
Thompson, Florence
Turner, W. J.

Varnum, Mabel

Walsh, Katherine
Warner, Lena
Webber, Guyla
West, Gale
Whitehead, Florence
Whitmire, Olive
Whitmire, Mabel

Yockey, Rhoda

Zehner, Ora E.

215 Holland Ave., Braddock, Pa.
New Castle, Pa., R. D. 7
North Washington, Pa.

1242 Lincoln Ave., East Liberty, Pa.
Slippery Rock, Pa.
New Sheffield, Pa.
Evans City, Pa.
Jackson Center, Pa.
211 N. Bluff St., Butler, Pa.
Mercer, Pa.
Volant, Pa., R. D. 4
Parnassus, Pa., R. D. 2
Polk, Pa.
Parnassus, Pa., R. D. 2
Slippery Rock, Pa., R. D. 2
Allison Park, Pa.
Raymilton, Pa.

Murraysville, Pa.
Lincoln Place, Pa.
Hilliard, Pa.
Euclid, Pa.
West Sunbury, Pa.
Valencia, Pa.

Slippery Rock, Pa.

1605 Bluff St., Pittsburg, Pa.
414 N. Mercer St., New Castle, Pa.
Slippery Rock, Pa.
Slippery Rock, Pa.
1½ W. State St., Sharon, Pa.
East Butler, Pa.
East Butler, Pa.

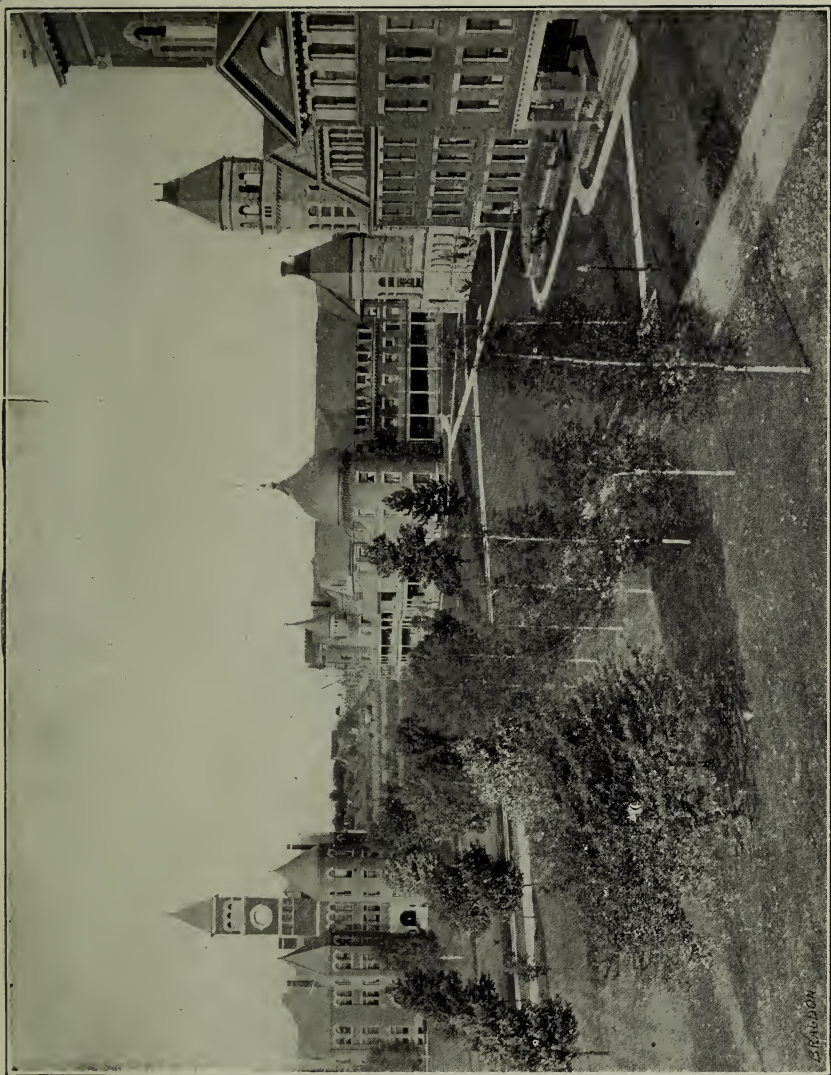
Avonmore, Pa.

New Castle, Pa.

THIRD YEAR CLASS, 1918

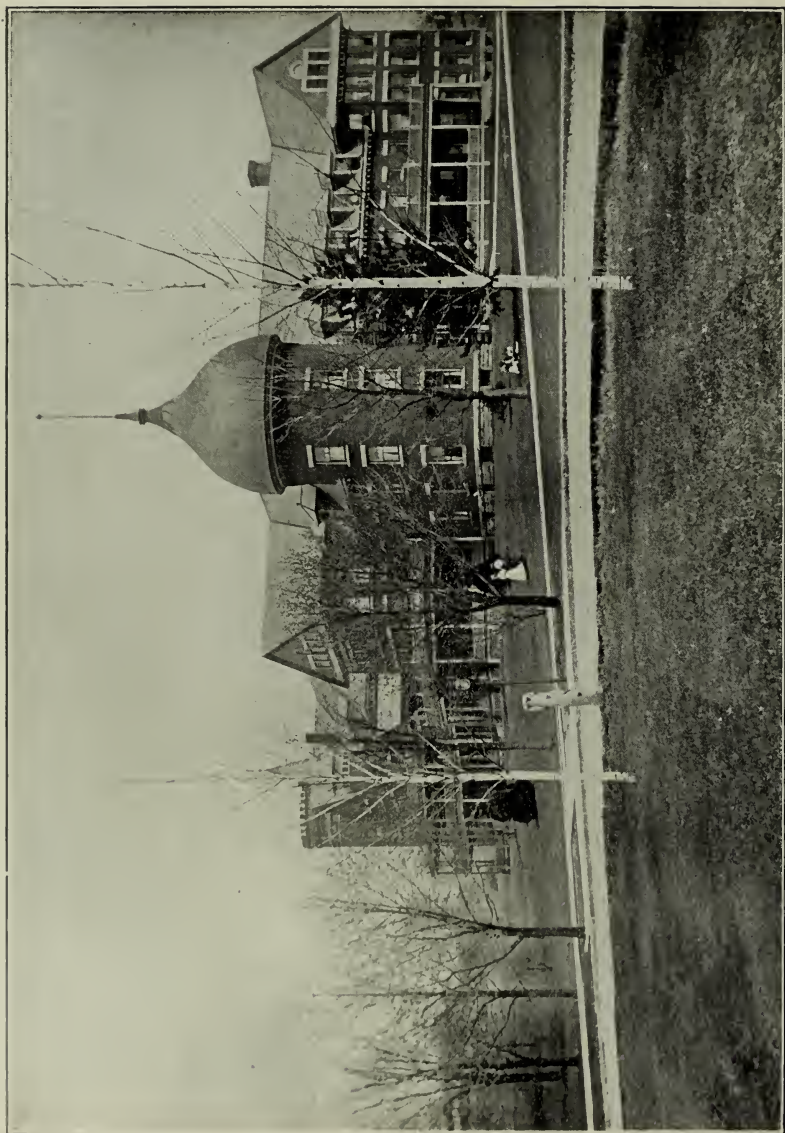
Armstrong, Elizabeth
 Baird, Floray
 Barnes, Florence
 Barnes, Geneva
 Barron, Esther
 Beatty, Wilson J.
 Bermont, Florence
 Billington, Dorothy
 Bingham, Mary
 Black, Helen
 Black, Irene
 Book, Ida
 Bovard, Winifred Ray
 Campbell, Isabel
 Campbell, John Leroy
 Casey, Alice
 Chapin, Ruth
 Close, Florence
 Cole, Elizabeth
 Croll, Frances
 Cross, Josephine
 Dight, Adeline
 Dight, Lora
 Eakin, Hazel
 Elliott, Elizabeth
 Elliott, Rosella
 Fair Mildred
 Fisher, Elza
 Forrest, Ruth
 Fowler, Edna E.
 Gilmore, Letrugh
 Gilson, Edna
 Gosser, Velma
 Griffin, Ruth
 Hamilton, Margaret
 Hamilton, Nellie
 Harbaugh, Myrtle
 Harvey, Ruth
 Heidrick, Estelle
 Hollibaugh, Mary
 Jamison, Ruth
 Kaylor, Russell
 Kerr, Beulah
 Ketzal, Anna

Ketzal, Sallie
 Koplin, Judith
 Kuhn, Jean
 Magee, Don
 Meanor, Ethel
 Meeds, Gertrude
 Millar, Marian
 Morneweck, Raymond
 McAnlis, Mae
 McClymonds, Mary
 McCreary, Genevieve
 McCune, Fern
 McDonald, Jack
 McElroy, Marie
 McKee, Helen
 McKibben, Anna
 Orr, Sarah
 Patterson, Myrtle
 Patterson, Norman
 Pfeifer, Meryle
 Rawlings, Elizabeth
 Reis, Matilda
 Rhea, Florence
 Rhodes, Pauline
 Rood, Hannah
 Rowe, Helen
 Rumsey, Roscoe
 Simson, Helen
 Sober, Florence
 Stewart, Lenoir
 Stuebgen, Anna
 Szobel, Ruth
 Thompson, Florence May
 Tilbrook, Elsie
 Tilbrook, Ruth
 Vogt, Martha
 Voorus, Dorothy
 Wallace, Frances
 Webb, Florence
 West, Reardon
 Whitehill, Eulalie
 Wilson, Elma
 Wise, George
 Wootton, Mabel



Campus, Looking North

BRANDON



Girls' Dormitory

COURSES OF STUDY FOR PENN- SYLVANIA NORMAL SCHOOLS

(As finally revised and adopted at a meeting of Normal School Principals held at Harrisburg.)

NOTE—This course is based on the “unit” plan as proposed by The Carnegie Foundation.

A “unit” represents a year’s study in any subject in a secondary school constituting approximately a quarter of a full year’s work.

This statement is designed to afford a standard of measurement for the work done in a secondary school. It takes the four-year high school course as a basis and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length and that the study is pursued for four to five periods a week; but, under ordinary circumstances, a satisfactory year’s work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on a different basis can nevertheless estimate their work in terms of this unit.

Students admitted to the First Year shall have a fair knowledge of Arithmetic, Reading, Orthography, Penmanship, United States History, Geography, Grammar, Physiology and the Elements of Algebra. Test by the faculty. Failure to pass the faculty test by students who have completed only the 8th Grade will mean that the preparatory courses in these subjects must be taken.

FIRST YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Algebra	120		160
Latin, French, German or Spanish.....	120		160
School Management and School Law.....	120		160
Orthography	30		40
Reading and Public Speaking.....	40		50
Ancient and Mediaeval History.....	80		100
Physical Geography	40		50
Arithmetic	80		100
Grammar	120		160
Vocal Music	40		50
Physical Training	60		80
Manual Training or Domestic Science.....	40		50

SECOND YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Plane Geometry	120		160
Rhetoric, Composition, Classics	120		160
Botany	80		100
Zoology	40		50
Civics	60		80
Modern History and English History.....	80		100
Caesar, French, German or Spanish.....	120		160
General Methods	120		160
Drawing	80		100
Physical Training	60		80

THIRD YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Psychology and Observation	120		160
Literature, English and American.....	80		100
United States History	60		80
Geography	60		80
Physiology and School Sanitation	60		80
Methods in History and Geography.....	120		160
Chemistry	120		160
Physical Training	60		80
(In addition to the above there will be re- quired one of the following subjects:)			
Cicero, French, Spanish or German.....	120		160
Solid Geometry and Trigonometry.....	120		160
Geology and Astronomy	120		160
Economics	120		160
(Or any two of the following:)			
Rural School Management.....	60		80
Methods of Teaching Special Subjects.....	60		80
Hand and Basketry Work.....	60		80

FOURTH YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Practice Teaching	120		160
History of Education	80		100
Agriculture and Nature Study.....	80		100
Arithmetic	40		50
Grammar	40		50
Methods in Arithmetic and English.....	80		100
Virgil, French, Spanish or German.....	120		160
Public Speaking	40		50
Physics	120		160
Drawing	40		50
Manual Training or Domestic Science.....	40		50
Physical Training	60		80

In the fourth year Ethics, Logic and Sociology may be substituted for Virgil, French, Spanish or German. Philosophy of Education, Rural School Problems, or Surveying may be substituted for Ethics, Logic or Sociology.

NOTE: German will not be taught during the year 1918-19. Of the Fourth Year electives, Ethics, Sociology, Modern Languages and Rural School Problems are offered.

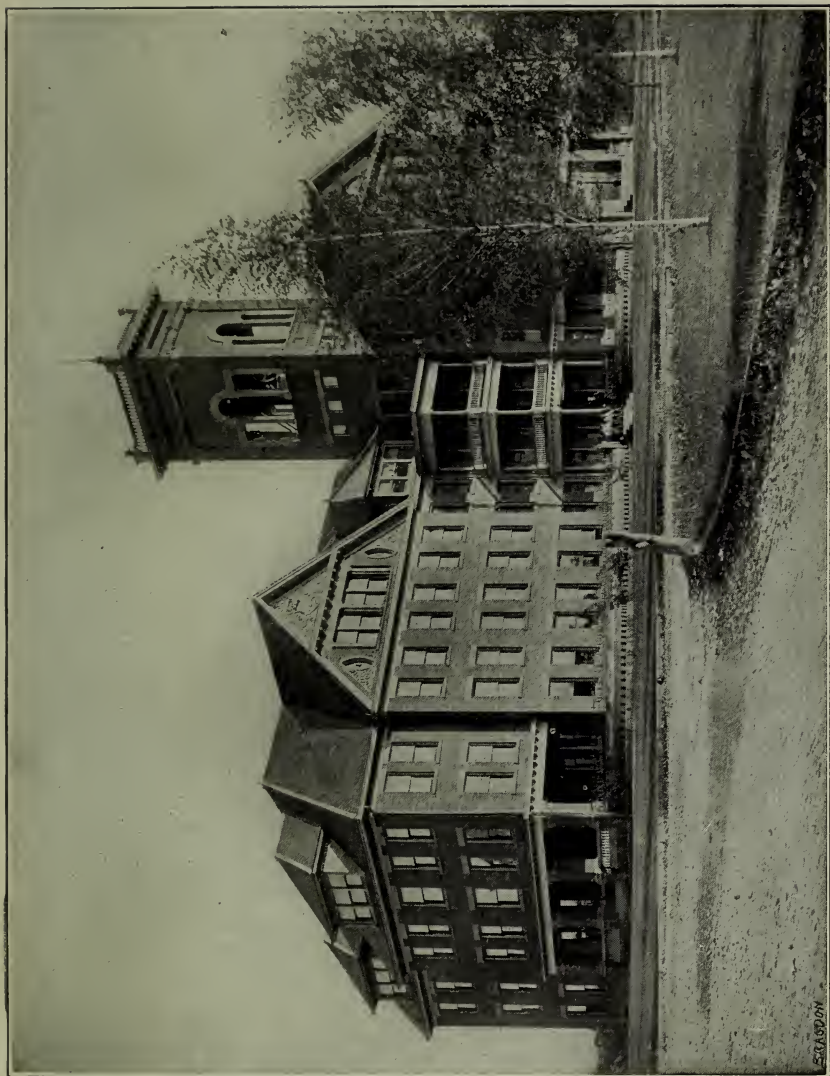
NORMAL PREPARATORY COURSE

The following Normal preparatory Course is offered for students who are not high school graduates and cannot pass the entrance examinations to the regular Normal School course:

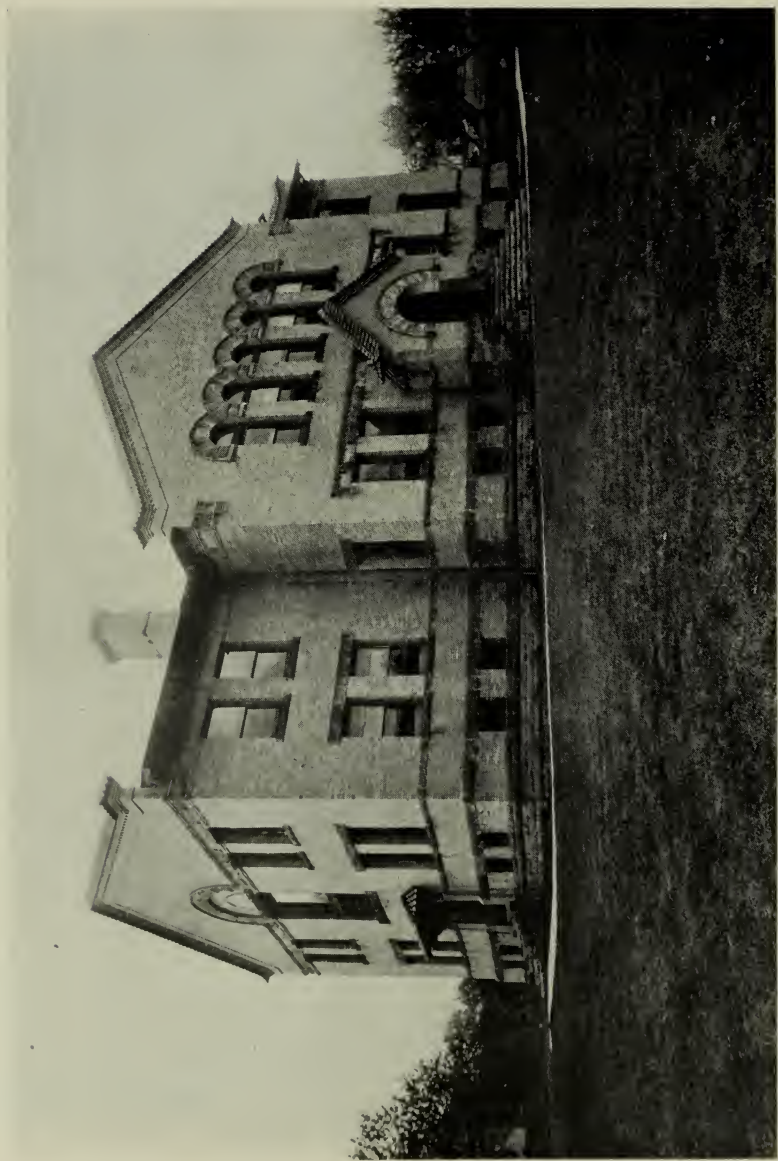
Fall Term—Reading, Grammar, Algebra, Arithmetic, Geography, Spelling, Physical Education.

Winter Term—Reading, Grammar, Algebra, Arithmetic, U. S. History, Physical Education.

Spring Term—Composition, Algebra, U. S. History, Physiology, Penmanship, Physical Education.



Boys' Dormitory



Model School

SUGGESTED COURSE FOR RURAL SCHOOL TEACHERS

The following course is suggested for rural teachers who are unable to complete immediately the Normal School course:

Admission to this course shall be as follows:

(1) By examination: (a) All students who do not have an official certificate of graduation shall be required to pass an admission examination in the common school subjects.

(2) By certificate:

(a) Graduates of the eighth grade in communities where there are no high schools shall be admitted to the first year of the Two Year Course for Rural School Teachers upon presentation of a certificate of graduation.

(b) Graduates of second and third class high schools who do not take the complete course will receive credit for equivalent work satisfactorily completed in the high school. Such credits may also be counted toward admission to the regular Normal School course.

(c) Holders of provisional certificates shall be admitted to the second year course for rural school teachers and be credited with the branches marked "passed satisfactorily" on the certificate.

TWO YEAR COURSE FOR RURAL SCHOOL TEACHERS

FIRST YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
English:			
(a) Reading and Oral English.....	60		80
(b) Grammar and Composition.....	60		80
Arithmetic	80		100
Physiology and Hygiene	40		60
Zoology and Botany	120		160
School Arts:	120		160
(a) Writing	40		
(b) Drawing	40		
(c) Industrial Arts	40		
Education:	120		160
(a) School Law & Hygiene.....	40		
(b) School Organization and Management	80		
Physical Education (Childrens' Games).....	40		50
Music			
Elective	120		160

SECOND YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
English:			
Literature, Composition & Rhetoric.....	120		160
Algebra to Quadratics	120		160
Geography	60		80
Agriculture	60		80
History (U. S. & Pennsylvania) and Civics.....	120		160
Education: Methods & School Problems.....	120		160
Physical Education	40		50
Elective	120		160

ELECTIVES

	No. of 60 minute periods	or	No. of 45 minute periods
1. English:			
(a) Rhetoric & Composition.....	60		80
(b) History of English Literature.....	60		80
(c) History of American Literature.....	60		80
2. Foreign Languages:			
(a) Latin, 1, 2, 3, or 4 (each).....	120		160
(b) German, 1, 2, 3, or 4 (each).....	120		160
(c) French, 1, 2, 3 (each).....	120		160
(d) Spanish, 1, 2, 3 (each).....	120		160
3. Mathematics:			
(a) Algebra through Quadratics	60		80
(b) Plane Geometry	120		160
(c) Solid Geometry	60		80
(d) Trigonometry	60		80
4. Science:			
(a) Physical Geography	60		80
(b) Chemistry	120		160
(c) Physics	120		160
(d) Geology	60		80
(e) Astronomy	60		80
5. History, etc.:			
(a) Ancient	60		80
(b) Mediaeval	60		80
(c) Modern	60		80
(d) English	60		80
(e) Economics	120		160
(f) Sociology	120		160
6. Drawing	60 or 120		80 or 160
7. Home Economics	60 or 120		80 or 160
8. Manual Training	60 or 120		80 or 160
9. Education	60 or 120		80 or 160
10. Music			

Students will not be allowed to carry more than six regular periods of work per day at any one time.

CONDITIONS FOR ADMISSION AND RULES FOR FINAL EXAMINATIONS

1. Properly certified graduates of approved Pennsylvania high schools of the first grade and city high schools, as listed by the Department of Public Instruction, shall be admitted to the third year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

2. Properly certified graduates of approved Pennsylvania high schools of the second grade shall be admitted to the second year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

3. Properly certified graduates of approved Pennsylvania high schools of the third grade shall be admitted to the first year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

4. In case students who have satisfactorily completed four years' work in a foreign language prefer to take one or two years of additional work of the same foreign language, they may take State Board examinations in the additional work and shall have credit on their diplomas for the four years' work without being subjected to State Board examinations therein.

5. A person who desires to be admitted to the second or the third year without having previously attended an accredited high school, must have a certificate of a commissioned Super-



BRAGDON

Long Walk



Gymnasium

intendent of Schools, showing that he has pursued the branches of the first year or the first and second years, with his standing in those branches, or must pass a satisfactory examination by the Faculty in said branches, or be conditioned in them. But the studies in which one is conditioned under this rule or any one of the rules above, shall not foot up more than three hundred and twenty weeks.

6. If the Faculty of any State Normal School or the State Board of Examiners decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examinations at any other State Normal School during the same school year.

7. If a person who has completed the State Board examinations required for admission to the classes of any year at any State Normal School desires to enter another Normal School, the Principal of the school at which the examination was held shall send the proper certificate to the Principal of the school which the person desires to attend. Except for the reason here stated, no certificate setting forth the passing of any studies at a State Normal School shall be issued.

8. Candidates for graduation shall have the opportunity of being examined in any higher branches, including vocal and instrumental music and double entry bookkeeping; and all studies completed by them shall be named in their certificate. Persons who have been graduated may be examined at any State examination in any higher branches, and the Secretary of the Board of Examiners shall certify on the back of their diplomas as to the passing of the branches completed at said examination. No certificate or diploma valid for teaching except the one regularly issued by the State Board of Examiners to regular graduates shall be issued by any State Normal School or any person connected with any such school.

9. A certificate setting forth the proficiency of all applicants in all studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the

Faculty and presented to the Board. Studies that have been completed at a high school shall be designated by the words "high school" or the initials "H. S." A separate list of each class shall be prepared for the use of each examiner together with a separate list of students conditioned in any branch, with the branches in which they were conditioned and the grades shall be indicated in every list where substitution is made or extra branches are taken. These lists shall be ready for the State Board before the examination begins.

10. No State examination shall be given to any student on part of a year's work unless the study is completed, but (except in the last year's examination) a student may be conditioned by the State Board of Examiners in not more than two subjects, covering not more than one period of work for a year. Accurate records of these conditions shall be promptly sent to the Superintendent of Public Instruction and the fact that the students thus conditioned have taken up such subjects and passed them by the faculty shall be certified in writing to the State Board of Examiners before such students are admitted to another State examination.

11. Within fifteen days after the examination by the State Board at any Normal School, the Principal of the school shall send to the Department of Public Instruction a complete list of all who have taken advanced branches, together with a list of these branches; also a list of those who passed the State examination in any year, naming the year.

12. Residence for the last two years shall be required of all students, except in the case of graduates of Four Years' Courses in colleges approved by the College and University Council, who may be graduated after one year's residence.

CERTIFICATES AND DIPLOMAS

A student who is graduated in the Regular Course will receive a certificate in which will be named the branches of the

course, and which will confer upon him the right to teach in the public schools of the State two years without examination.

A graduate in the Regular Course who has continued his studies for two years, and has practiced his profession during two full annual terms in the common schools of the state, will receive, upon presenting to the Faculty and Board of Examiners a certificate of good moral character and skill in the Art of Teaching from the board or boards of directors by whom he was employed, countersigned by the proper Superintendent of Schools, a second diploma or certificate, which authorizes him to teach in the public schools of the State without examination. Applications for the second diploma must be filed with the Principal before the meeting of the State Board of Examiners in June.

EXAMINATION FOR GRADUATION

Candidates for graduation are examined by the Faculty, and, if found qualified, are recommended to the Board of Examiners.

The State Superintendent, or his deputy, shall be President of the Board, and in conjunction with two principals of Normal Schools, and six County, City, Borough or Township Superintendents, shall constitute the Board of Examiners.

At the examination for graduation, a paper stating that the candidates have completed the course of study for normal schools, have taught the required time in the Model School, and have been examined and approved by the Faculty, shall be presented by the Principal to the Board of Examiners.

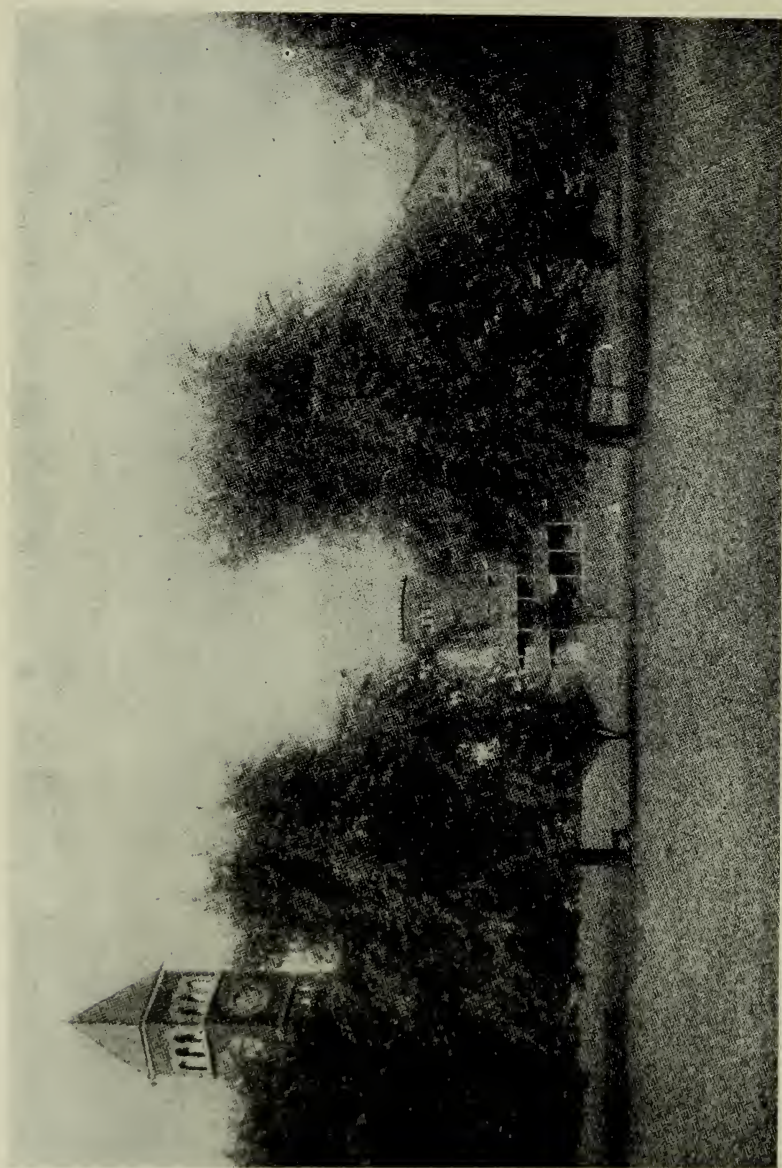
DEPARTMENTS OF STUDY

A successful normal school must make ample provision for the academic and professional training of its students. The teacher must have cultured powers and a well-informed mind. Whatever half-truths may lie in the principles advanced by Jacotot, it is certain that a person cannot teach what he does not understand. Without that co-ordinated mental development, which should be the only basis for all promotion or advancement, the teacher will be unable to think, to originate, to influence, to control. In no other way can a teacher so soon gain the respect of his pupils as by convincing them that his scholarship is of a high order of excellence. The Normal School, therefore, must make full provision for the scholastic training of its students.

But thorough knowledge of the subjects which we would teach is only one of the essential qualifications of a teacher thoroughly trained and fitted for the work. Professional preparation and training is demanded of all who can reasonably expect to succeed in the work of transforming the child into the man by developing all the powers of body and of mind. The day has gone by when every person who is conscious of his inability in other lines of work can hope to be counted competent to train the ignorance and weakness of infancy into all the virtue and power and wisdom of mature years. The true teacher must *know* his work—must be able to give a direct answer to his soul's question, "What is this which I do?" The laws of culture and instruction, the relation of the different branches of knowledge to each other and to the mind, the methods by which the human powers may be called into being and trained, must all be understood and appreciated by the person



Gymnasium Class



The Maples

who would attempt to bring up the feeblest of creatures into a representative and interpreter of the Divine. We endeavor to lay broad foundations for the pedagogical training of our students.

KINDERGARTEN

Kindergarten Training—A kindergarten, under the direction of a teacher of rare attainments and qualifications, is established in connection with the practice-school of the institution. The object of this branch of the training department is to afford the pupil-teachers an opportunity to observe the characteristics of little children, and to gain some working knowledge of kindergarten methods. Our students derive great benefit from this work and are led to realize the value of the kindergarten in introducing a proper spirit into the primary schools of the country. In this department Seniors and Graduates may learn, through teaching and observation, the proper handling of the gifts and occupations, and the successful utilization of the play instinct of children. The advantages of this work, especially to primary teachers, cannot easily be over-estimated. The success of this department during the past years has been such as to prove its great value to our outgoing teachers, and strong efforts are put forth to increase its effectiveness each year. The practical kindergarten in operation is worth many talks about the methods of operation and the spirit of the instruction. This department is recommended to all students who expect to become primary teachers.

MODEL SCHOOL

This distinctive feature of the State Normal School is with us a true town school, under the skillful direction of an efficient superintendent and his assistants. It is the purpose of the officers of the school, in conjunction with the directors, to make this in every respect a Model School. The members of the Senior class practice in the school during the entire year. In the higher grades each student teaches one class daily; in

the lower grades each student teaches the entire day for one month. The classes are changed when necessary, the Seniors thus having an opportunity to give instruction in the different branches and grades. The various classes in Drawing, Singing and Physical Education are placed in charge of the Seniors under the supervision of the teachers in the Normal School. Plans for all written work are prepared by the student-teachers and submitted to the Superintendent.

The term of forty weeks' teaching under the direction of those who are competent to point out defects and suggest their remedies is, ordinarily, worth more to teachers than years of experience when teachers are left to discover their own faults and find their own way out of them. This is really the most valuable work in the course. The members of the Senior class observe and teach in the public schools of Slippery Rock, which constitute the Model School of this institution. Seniors meet the Superintendent of the practice school collectively each week for instruction in Methods and School Management, and individually meet him daily for special instruction adapted to their needs. This experience in public schools of high reputation and efficiency is an excellent preparation for the practical side of teaching, and gives the graduates of the school an advantage which cannot be well over-estimated.

The practice school as organized at present consists of three departments:—a kindergarten; a primary and grammar school of eight yearly grades; and a high school having a complete three-years' course. Every effort is made to make this an efficient and practical school.

The most important function of a Normal School is to discover, inspire, and train the teacher, and to fit him for his place in the public schools. To the trained teacher, Slippery Rock State Normal School offers unexcelled opportunities for acquiring the professional knowledge and technical skill indispensable to the best teaching. In its course of study are included all the necessary elements in the training of teachers, educational theory, thorough study of the subject-matter in

the common school curriculum, observation of model teaching, and practice in teaching under expert supervision.

EDUCATION

School Management—This course is a regular first year subject. Graduates of first class high schools will take School Management in the Third Year. School Organization, the daily program, physical surroundings of the school, school government, the spirit of the teacher, etc., will be studied. In connection with this course the School Law of Pennsylvania will be studied.

General Methods—In General Methods the aim of education, the teaching process, the inductive lesson, the deductive lesson, the art of questioning, the study lesson, the review lesson, social phases of the recitation, lesson plans, etc., are considered. This course is a regular Second Year study. Graduates of first class high schools will take the course during the Third Year.

Methods in Penmanship and Drawing—This course is a part of the Second Year requirement in General Methods. A thorough course in Penmanship with special reference to teaching Penmanship in the public schools is offered. Methods of teaching Drawing, with special reference to hand work are considered.

Methods in Geography—Geography in relation to other subjects is considered. The method and material are considered. Methods of presentation in the different grades are carefully considered.

Methods in History—The aim of this course is to present methods of instruction in History and selection of material to be used.

Methods in English—This course includes methods in Language, Grammar, Composition and Literature. Stress is placed upon ability to develop the power of expression. The most approved methods of instruction and selection of materials are studied.

Methods in Primary Arithmetic—This includes methods of instruction in elementary Number and the fundamental operations. The most approved methods of presentation are studied, as well as the elimination of useless material.

Primary Methods—Under the direction of the principal of the Model School, special work in Primary Reading, Language, Number Work and Seat Work are studied in connection with the practice school. Students are required to know thoroughly at least one approved method of teaching Reading.

Psychology—The Third Year class devotes a full year to the study of Psychology.

Physiological Psychology receives special attention, considering mainly nerves, neurones, reflex action, functions of the cerebellum, medulla oblongata, and the peripheral nervous system, with special study of the special senses of vision, hearing, smell, taste and touch.

Analytical Psychology. The introspective phases of mental life receive consideration in the study of consciousness, attention, sensation, perception, apperception, memory, association of ideas, imagination, the reason, emotion, and the will.

The study of Physiological and Analytical Psychology is followed in the spring term by a careful study of Child Psychology, with special reference to the normal child and some consideration of defective and backward children.

History of Education—A careful study of ancient, mediaeval and modern education, with special reference to phases of present day educational problems. Application is constantly made with respect to Management and Method.

Rural School Problems is an elective in the Senior Year. Rural School Problems is offered to those who are interested in the rural school life. Certain phases of rural school conditions are studied, with reference to rural psychology. A text book is studied and supplemented by collateral readings of reports.

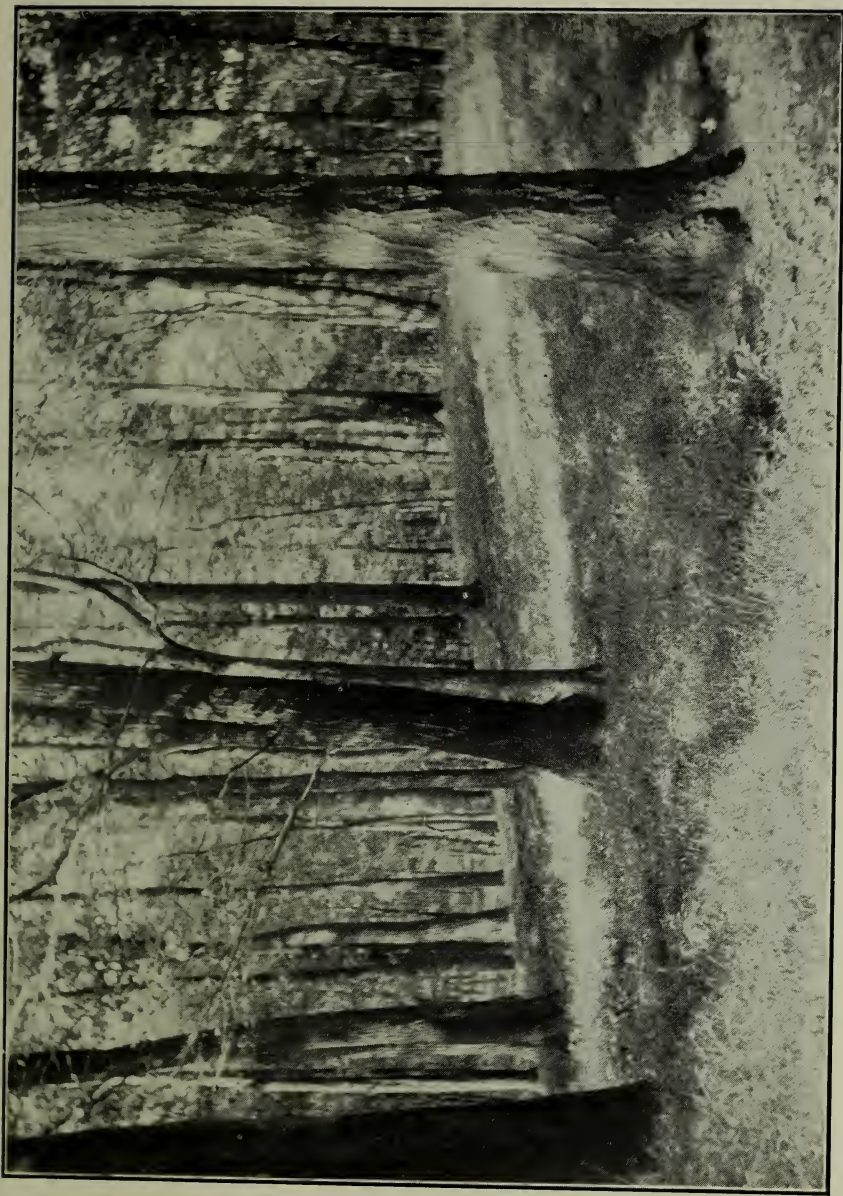
Rural School Management—A course offered during the Spring term for those students who are likely to teach in rural schools. Both Management and Methods are carefully studied, with special respect to the rural school.

ENGLISH

Grammar.—Much attention is given to the study of Grammar. The work is made as practical as possible. The aim is to give the student the essential facts of the subject, and to enable him to express these facts in as simple a way as is consistent with accuracy. The student is trained in the use of his mother tongue by having him use it. The plan is to require nice discrimination from the first, and to make the power to draw nice distinctions one of the chief disciplines of the subject. Due attention is paid to parsing, analysis, and structural forms of the language.

Rhetoric.—The work in Rhetoric and Composition is adapted to the needs of students who are learning to express themselves with the pen. The understanding of the principles of the various kinds of composition, the appreciation of beauty of expression, and the acquisition of a good, clear style constitute the natural aim of the student in this branch. The instruction is such as will show a young writer how to present what he has to say in the best English within his reach, and in a form adapted to his purpose.

Literature.—The study of Literature includes a critical examination of the masterpieces of English and American writers, in order to cultivate a love for the beautiful and true through the study and appreciation of the thoughts of certain great authors. A systematic study of the history of literature is undertaken in less degree. Among the forms of literature receiving attention are the oration, essay, ballad, sonnet, ode, short story and drama. The Senior class covers the work for prescribed college entrance, including the study and interpretation of at least five classics.



The Normal Park



Girls' Chorus

Senior English.—During the Senior Year methods of presenting English Composition, Spelling and Formal Grammar are studied, in addition to a careful review of English Grammar.

Orthography.—The subject of Orthography includes a careful study of the spelling, enunciation, pronunciation, meaning, and use of words. Constant drills in spelling and defining are given to the student, and the importance of correct spelling and understanding of words is emphasized. Word analysis, including the literal meaning of the prefixes, suffixes, and roots which compose our most familiar derived words, receives proper attention. Diacritical marks and accents are studied so that proficiency in the use of the dictionary may be gained.

Reading.—The objects to be attained in the work of reading are the getting of the thought from the printed page, and the gaining of the power of vocal expression. The teacher endeavors to make the reading lesson a thinking lesson, in which the mental grasp of thought-getting is given special prominence. Exercises are given in comprehensive sight reading, from magazines and periodicals, together with the proper rendition of hymns and selections from the Bible. A judicious use is made of phonics; and drills in emphasis, inflection, and expression are introduced. The student must first be a good reader before he can be an artist in expression.

Public Speaking.—The object of this course is to develop initiative and effective speech; to train students in the communication of the thoughts and feelings of one mind to others, by means of the voice in speech, and by means of the body in gesticulation; to improve the general mental habits and to develop systematic reading, research and thought. Attention is given to rules and practice in Parliamentary Law; clear organization of ideas in the mind of the speaker; retention of the well organized ideas during delivery; mastery of the language and the technical control of the voice in speech and of the body in gesture. Frequent opportunities are given students to appear in public through the literary societies, public meetings and carefully chosen plays.

LATIN

It is the aim of our instruction to see that the study of Latin does not become a barren waste of time and energy, but a means of securing that broad culture which must remain the mark of the educated man. The student, in some degree at least, becomes a partaker of the benefits which flow from the study of the life of a great people as revealed in its literature and art.

First Year Latin.—The first year work consists in the grounding of the student in Latin forms and inflections, and in the general principles of the syntax of the language. The text in use during the three terms of the year is Smith's First Year Latin. The Roman pronunciation is used, and many of the sentences are read by the instructor as a guide to the pupils in pronunciation. Constant reviews are given. Upon the completion of this course, the student is thoroughly prepared to study Caesar intelligently.

Caesar.—Four books of Caesar are read during the second year. One lesson each week is devoted to prose composition, the vocabulary

used being chiefly from Caesar. The aim is to acquire the power to use readily the more common constructions. Part of the advance lesson is used for sight reading.

Cicero.—During the third year, six of Cicero's orations are read. Frequent exercises are given in which the teacher reads the Latin and the students translate from hearing. Special attention is given to the critical study of conditional sentences and subjectives.

Virgil.—In the Senior year, six books of Virgil are read. Careful attention is given to all mythological references, using as authorities Gayley's *Classic Myths* and Guerber's *Myths of Greece and Rome*. The characteristic rhythm of the *Aeneid* is observed in the reading, and short sentences are committed to memory. Constant comparisons are made between the forms and constructions employed in poetry and those in prose. Considerable attention is given to the study of Latin and English cognates.

Advanced Latin.—When sufficient number of students desire to study Advanced Latin of college grade, a class will be organized, which class will take up Horace and Livy or other Latin which may meet a particular need. By taking Advanced Latin under the State Board, credit is given for Cicero and Virgil without State Board examination in these subjects.

MODERN LANGUAGES

German will not be taught during the school year, 1918-19.

French or Spanish may be substituted for Latin. No credit will be allowed in Language unless the Language for which credit is asked has been studied for two years. Classes will be organized as needed.

First Year French.—During the first year of study careful drill in the pronunciation of the language is given, and the students become familiar with the rudiments of the grammar. Conversation and dictation exercises are used as aids in securing command of the language. The reading comprises Bierman & Frank's *Conversational Reader*, and Meras & Roth's *Petit's Contes de France*.

Second Year French.—During the second year, advanced work in grammar and composition is given. The class reads six hundred pages of standard literature. Sight reading, composition, and the making of resumes of the texts read are continued throughout the course. Among the works read in the second year are: Halevy's *L'Abbe Constantin*, Labiches *Le Voyage de M. Perrichone*, Daudet's *La Belle-Nivernaise*, Le Sage's *Til Blas*.

Third Year French.—In the third year may be read: Picard's *La Petite Ville*, Hawtrey's *Le Fée des Greves*, Racine's *Athalie*, Balzac's *Le Cure de Tours*.

First Year Spanish.—Spanish will be taught for the first time at Slippery Rock State Normal School during the year 1918-19. Classes will be organized as need develops.

Second Year Spanish.—If sufficient students who are high school graduates who have studied First Year Spanish apply for second year work, classes will be organized in 1918-19.

MATHEMATICS

The primal condition of the existence of mathematical science as such is that the first principles shall be so clear and so perfectly defined that no one can mistake them. In order that the student may be led to see the order, harmony and beauty of real mathematical science, the fundamental principles must be exhibited in a clear and unmistakable light. It is the purpose, therefore, of the teachers in mathematics to see that the students grasp thoroughly the science of each subject. The fundamental principles are developed inductively through the solution of particular problems and cases which gradually increase in generality until the mind grasps the greater truth. Principles are emphasized in all the subjects, for it is believed that no one who has not a thorough knowledge of primary principles and their relations can become a skilled mathematician.

Arithmetic.—The pupils are led by easy transition from the elementary forms of reasoning to pure mathematical demonstration. The mastery of the processes and principles is shown to be essential to any person who would be of use to himself or others in the actual business transactions of life, wherein results must be exact and computations quickly completed. The aim is to make the subject thoroughly practical. Among the topics to which attention is directed are: fractions—common and decimal—reasons in simplifying; percentage—its uses in business transactions, short methods; longitude and time—standard time; ratio and proportion in relation to careful reasoning; advanced arithmetical computations. Special attention is given to exact, correct, and concise statements.

In the Senior year, a careful study is made of the principles underlying the teaching of the subject in the public schools. A comprehensive review of the principles and processes is made in order that additional power in computation may be gained. Broader, clearer, and more accurate knowledge of the subject is sought, and the power to analyze conditions cultivated. The subjects, square root, cube root, mensuration, progressions, interdependence of arithmetical principles, and the proper presentation of the various subjects to a class in the public schools are given much attention.

Algebra.—In order that Algebra may prove an interesting subject to the pupils, we try to present it according to an attractive method. Attention is given to algebraic processes, while the ideas which have been developed in the study of arithmetic are associated with those involved in algebra in such a way that no difficulty is experienced in passing from reasoning with definite numbers to reasoning with general numbers. We aim to show that a knowledge of the subject rests upon certain elementary principles. These are developed by means of questions leading the student to infer and apprehend clearly the truths presented. Clear and accurate statements follow, and then full proof of the principles involved. Upon these foundation principles the whole subject is based, and frequent reference is made to them. The treatment of the equation is basic, and the student is made familiar with its fundamental principles, so that rapid progress is made when consideration of the more abstract phases of algebra is undertaken.

Geometry.—Geometry is essentially a disciplinary study, and the amount of the benefit derived from its consideration will depend upon the independent thought expended upon it by the pupils. It is recorded of Euclid that, when Ptolemy asked whether there were no easier means of learning geometry than that given in his writings, he replied, "There is no royal road to Geometry." In our teaching of this subject the pupils are encouraged to search out their own authorities for verification. Pride in independent work is a most important factor in securing satisfactory results. Much attention is given to the original exercises, and the pupils are encouraged to make neat and accurate constructions in all work undertaken. Clearness of conception and exactness of expression are sought under all circumstances. Solid Geometry is studied by those who elect it, and is often taken by students who are able to carry an extra branch of study.

Trigonometry and Surveying.—This institution has recently purchased a fine Gurley transit, chains, pins, etc., and is now ready to offer superior advantages to any who wish to acquire a thorough knowledge of the surveyor's work. Our methods are not the antiquated forms in use in many schools, but the fresh and vigorous practice of the Coast Survey. Full instruction is given in the details of map-drawing, mechanical drawing and construction.

NATURAL SCIENCE

Geography.—The subject of Political Geography is carefully taught as presented in modern text-books, with abundant help in the forms of maps, globes and illustrations. Facts and causal relations discovered in the study of home surroundings prepare for the study of distant and unseen natural features, resources, industries, commerce, modes of communication, and unfamiliar peoples. Students who expect to enter the first year are urged to prepare thoroughly upon this branch before entrance upon the normal work.

Physical Geography.—A thorough course in Physical Geography is given. Geological agencies now operative are first studied; the forces producing changes, and the laws of their operation are considered; also the structure and development of the earth and the adaptation to the support of life are traced. The development of the nation is considered with reference to its dependence upon climate and general geographic conditions.

Botany.—The course in Botany aims to awaken a natural interest in the various forms of plant life. The student is led to know plants as living things that do work and overcome obstacles. Whenever possible, the plant is studied rather than the text-book. Seedlings are grown and observed by each pupil, experiments are performed, and field work is done. The few plants that are collected and mounted by each pupil serve to work out a definite problem. In the classroom rare and curious plants, seaweeds, etc., are shown, and some work with the microscope is done. Many photographs, showing various conditions of plant-life, have been prepared by the instructor in charge and are used in the class-room work.

Zoology.—The subject of Zoology should bring the student into close contact with the animal forms of his environment. While studying the general principles which underlie all living forms, the



Girls' Glee Club



Normal Orchestra

aim is to lead the student to see for himself, in the animals with which he is familiar, the adaptation of habit and structure to surroundings and mode of life. The development of a sympathetic appreciation of the beauty and harmony of nature as seen in the forms of the animal kingdom is the object sought. As a means of studying the life-history of animal forms, special attention is given to the development of insects, and the students are encouraged to collect and observe the habits of larvae and trace their metamorphoses.

Physiology.—In the study of this subject the foundation is laid in the general principles which underlie all life. This is accomplished by comparison with the lower forms of the animal kingdom, and by the microscopic examination of the various structures and tissues of the body. The study of the facts of human physiology is made the basis of instruction in the principles which underlie the care of the body. Special prominence is given to the proper care of the health in relation to school life and work and to the best methods of teaching this important subject in the public schools.

Chemistry.—In the teaching of this branch of science class-room work is combined with the work of the laboratory so that they are supplementary to each other. The various objects are studied first in the class-room, and the students are then assigned work in the laboratory, which will serve to illustrate and fix the principles involved. The constant aim in the study of general Chemistry is to lay a broad foundation in the general principles of this science so that the student may afterward, if he so desires, proceed to special work. The opportunity is offered to take up a year or more of advanced work.

Physics.—The subject of Physics is studied from the practical rather than from the theoretical side. Sufficient of the theory is given to enable the students to deduce the laws from experiments, which are a constant accompaniment of the class-room work. The students are directed in the performance of many experiments, with improvised apparatus, for the purpose of showing how the various principles may be used in the public schools. Special attention is given to the recent developments in electrical science, and the principal functions of the electrical current are illustrated by actual measurements. Throughout the work, clearness of statement and scientific accuracy are required.

Geology.—In the study of Geology the aim is to familiarize the student with the ordinary rocks and rock-making minerals, so that he may recognize the more common forms. The agencies by which the earth has been brought to its present condition are studied, and, as far as possible, these are illustrated by the geological features of this locality. In the study of historical geology, special attention is given to the formations of the Carboniferous Age as shown by the coal and limestone beds in this portion of the state.

Astronomy.—The object of the study of this subject is not conceived to be that of rendering students expert astronomers, but rather to lead them to an appreciation of the beauty and harmony of the laws of nature as seen in the order and movements of the heavenly bodies. With this end in view, the student is given the general principles on which the science depends, and is taught to apply them in simple observations such as may be available to him without the equipment of an astronomical laboratory. The movements of the sun

and moon, the causes and phenomena of eclipses, the relations of the bodies which compose the solar system, and the form and position of the principal constellations are subjects which receive special attention.

Nature Study.—In these days of advanced ideas, when the demand is growing stronger every year for concrete work in education, much stress is laid upon Nature Study as affording desired mental discipline. Much work is done in connection with botany, zoology, and the other natural sciences; and the Seniors are required to apply these lessons in the practice school. There the pupils are led to study the representatives of most of the larger groups of plants and animals found in the neighborhood. Pupils also learn about the various products of plants and animals that are used for food, clothing, implements, building materials, and medicine. The pupil is taught to find the meaning of each fact that comes under his observation. Thus the study of nature becomes a delightful recreation, and not a mere task.

Agriculture.—In the Senior year all students are required to take the work in Agriculture. In this course the regular problems of Agriculture are studied, with special emphasis upon conservation of the soil and the improvement of plants and animals. Boys' and Girls' Club work is stressed. The work in the class room is correlated with practical demonstrations and observations in the school gardens.

HISTORICAL SCIENCE

History of the United States.—In the intellectual development of the youth of America there can be no more helpful and important discipline than the study of the history of their own country—in its events, institutions, and social and industrial movements. The proper teaching of history stimulates the student to general research in subjects; it leads to a spirit of inquiry, and develops a deeper love of country. The relation of cause and effect in events should be kept constantly in view. In this department, the work in the class-room is based upon text-books, supplemented by biographical incidents illustrating the characters of the makers of history. Special attention is paid to the political growth and industrial advancement of the United States. Great use is made of outlines, and students are recommended to read certain historical poems and novels in connection with the regular class-work. Frequent reviews and examinations are given in all classes in history.

General History.—The public conception of what constitutes history has greatly broadened during the past century. In the former days of teaching, the details of battles, the intrigues of courts and kings, were the chief considerations. Now the thoughts and actions of the people are deemed more important; the social, economic and ethical elements of human life and progress attract the careful attention of teachers of history. The course in General History embraces two terms' study of the subject, in which the origin, development and growth of countries and their institutions are carefully considered. Special attention is given to the great characters in history—creators of events. The leading elements of historical development, such as reformations, important movements for advancement of nations, the germination of modern institutions, and the transitions to more liberal

forms of government are each and all dwelt upon in their varying relations. The text in use is supplemented by stories from authentic sources, while the students are directed to the library for further material and information.

English History.—This branch is a required study in the Spring Term of the second year. During the term the class studies the geography, development and advancement of England as shown in history. Attention is directed to the great changes in the political and religious character of the country. Among the topics emphasized particularly are its revolutions, literature, institutions, lines of rulers, influence upon other nations, and the commercial and industrial relations with the world at large.

Civil Government.—The demand upon public schools today is a systematic training for citizenship. To talk about patriotism is not enough; the highest ideals of citizenship must be made a part of the school course, not alone in the highest schools of the lands, but in the grammar schools and in the little schoolhouse of the country road as well. In accordance with this idea, the students of the second year make a careful study of the Civil Government of the United States and of the State of Pennsylvania. The work prepares the students not only to teach this important subject, now required in the public schools of the State, but to perform in a better manner their duties as citizens. They must be led to the discipline and practice of good citizenship through the understanding of the spirit of the same. The facts of the Constitution and such comments as are found in ordinary texts are carefully studied, and supplemented with much additional information and practical application.

SCHOOL ARTS

Drawing.—This is a regular second year study. The subject of Form Study and Drawing receives the attention which its importance demands. As a knowledge of drawing is required of every teacher, it is the aim to give students a knowledge of fundamental principles; to emphasize the industrial and the aesthetic values of the subject; and to develop the appreciation, creative ability, and individuality of the students. Outline-drawings from models, objects, and nature are made. Then follow studies in light and shade; simple landscape compositions in pencil, ink-wash and color; water-color work from nature; simple decorative drawings and patterns.

Senior Drawing.—In the Senior year special attention is given to methods of teaching the subject in the various grades, to its use in other subjects, and advanced work in form and color.

Advanced Drawing.—Seniors who have completed their work in Drawing and show special ability are given an opportunity to take this work in Advanced Drawing during the spring term. This work prepares teachers to be special teachers of drawing.

Elementary Hand Work.—Realizing its importance, one term is spent on the various forms of Hand Work suitable both for the lower grades and for the higher grades where the usual Manual Training and Domestic Science are not practical. Such work as may be carried on in the ordinary school room with little equipment is given special at-

tention. This work includes paper folding and cutting, card board construction, raffia and yarn weaving, basketry, stenciling, whittling and chip carving.

Shop Work.—A course is offered which aims to give skill in the use of the ordinary bench tools, to give a knowledge of methods of construction and to develop ideas of beauty in the working out of original problems. The course includes the making of simple objects from the working drawings, and the planning and construction of pieces of furniture from hard wood. Among the pieces made are stools of various kinds, book racks, magazine racks, tables, chairs, porch swings and screens.

Penmanship.—Full opportunities are provided for the acquisition of a good style of Penmanship. The essentials of good business writing are legibility and speed. These are secured by the use of the approved Zaner system at present employed in the school. Economy of effort is the basis for determining all the details of form, position, movement and aims of practice. Penmanship is considered only as a means to an end.

Public School Music.—A period of each day is given to instructing students in the elementary principles of vocal music. The subject is considered from the teacher's point of view in order that students may learn how to teach music in the public schools. A large chorus-class, open to all, is organized each term for the purpose of practice in singing at sight and for enjoying the works of the masters of music.

PHYSICAL EDUCATION

The work in Physical Education is organized not only for the purpose of controlling all athletics and gymnastics, but of giving to each student, regardless of physique or athletic ability, some form of physical exercise in which he may safely indulge with profit.

The supervision and general control of this department is under the Director of Physical Education advised by the Principal and Board of Trustees. It supervises all training and coaching of teams, arranges all schedules and has general charge of all athletic contests on the athletic field, tennis courts and athletic and gymnastic equipment.

In the regular normal school work students are required to take one period per week in gymnasium and one period per week in special graded work—in the First Year, wands; Second Year, club swinging; Third Year, play ground work; Fourth Year, public school gymnastics. For special work see Department of Physical Education.

DEPARTMENT OF HOUSEHOLD SCIENCE AND ART

The course in Household Science and Art aims to cultivate an enthusiasm for home-making along practical and economical lines.

The course includes Elementary and Advanced cooking and sewing. During the regular normal course the students are required to take one term of elementary sewing in the first year. One term of elementary cooking is required during the Senior year. Advanced work is elective for students who have satisfactorily completed the elementary work.

HOUSEHOLD ART

Elementary.—This course aims to give a practical understanding of the simple stitches, such as basting, back, half back, combination hemming, overhanding and overcasting, through the making of cookery cap, apron, and towels. Machine work, use of patterns, and fitting of garments is taught in the making of simple pieces of underwear.

Advanced.—Two dresses are made in this course. The first is made of some cotton material. The cutting pattern is selected by the instructor. The student herself selects material and pattern for the second dress under the supervision of the instructor.

In both courses of sewing the student supplies her own material.

HOUSEHOLD SCIENCE

The aim of this course is to give a general knowledge of the principles of cookery, food values, selection and preparation of foods, planning and serving of meals.

The school has a well-equipped kitchen in which the student is trained to work in the most efficient way.

One period a week is devoted to lectures and lessons on the theory of cookery. The other four periods are devoted to practical work in the kitchen.

The student will wear in class a washable dress, white apron, and cap. She will also furnish for her own use two hand towels, dish towels, dish cloths, and one oven cloth.

A charge of three dollars covers the cost of material and breakage.

DEPARTMENT OF MUSIC

PUBLIC SCHOOL MUSIC

Classes are formed each term in Public School Music. All First Year students are required to attend this class and those in the upper classes who have had work in High School are urged to attend. The course as mapped out for the term lays a good foundation for the teacher under a Supervisor or who must do the work himself. It lays great stress on the teaching of rote songs, recreation games and plays, and musical history and appreciation. The child voice, its care and proper management is taken up in class, along with ear-training, sight-singing and dictation. The musical work of the rural teacher is taken up and every effort made to make the work applicable to his needs.

As far as possible Seniors are given methods in Public School Music once each week. In these talks a practice teaching class is used. This gives the student teacher experience both in his own class work and in the Model School.

Chorus Classes are formed for the purpose of knowing good music better. The learning and interpretation of good songs suitable for school use is a feature of the class. These classes, after a period of a few weeks are divided into two parts, one for the purpose of doing Community Singing and the other for the purpose of doing more advanced work. The Community Singing Chorus meets once a week, learning songs that are suitable for Community Singing and ideas as to starting the work in the various communities. This chorus numbers nearly two hundred and gives the chorus work during the National Week of Song in February. The Glee Club studies advanced work, such as selections from standard operas and

oratorios. They meet once a week and give their final concert the first week in May.

The Girls' Choral Club consists of twenty-four members and these members must qualify for admission and must be able to read at sight any part of reasonably difficult music. It is preferred that these members have had voice work or a thorough knowledge of the proper use of the voice. This club does work on special occasions, being used as soloists, in duets, trios, quartets, etc. They give the commencement music, including a joint concert with the Normal Orchestra on Saturday before commencement.

VOICE

Instruction in this department includes everything that assists in the development of a singer. The aim is to establish in the mind of the student the right conception of the singing voice and to improve the quality and range of the voice. On the technical side, the student is taught the plan of breathing in connection with tone placement and enunciation. To become a successful artist, the student must have acquired a mastery over correct placement of tone, development of the function of breathing and distinct enunciation of the text.

On the interpretative side the aim is to give the student a comprehensive repertoire of the best songs and the most important recitatives and arias in the standard oratorios and operas.

VIOLIN

Classes for the study of Violin are started each term for those not wishing to take private lessons. These classes meet every week and the student is allowed to make as much progress as he desires. The department has been opened for those wishing private lessons and either beginners or advanced students are invited to study. Capable teachers have been provided in this work, as well as for the violin classes, and great

care is taken as to the tone production and the individuality of the student.

BAND AND DEPARTMENT OF WIND INSTRUMENTS

In this department the students are invited to qualify as to their ability in reading band music. It is open to all who can read band music reasonably well and who either are studying or have studied one of the band instruments. They are required to attend regularly the two weekly rehearsals and play in the two concerts given during the year, as well as in the outdoor concerts in the spring term. These outdoor concerts are given weekly when the weather permits.

Those wishing to study on the band instruments are given the opportunity to do so and cornet classes are organized for the ensemble study of the cornet. The instructors in this department are capable and bring out the best that is in the student.

ORCHESTRA

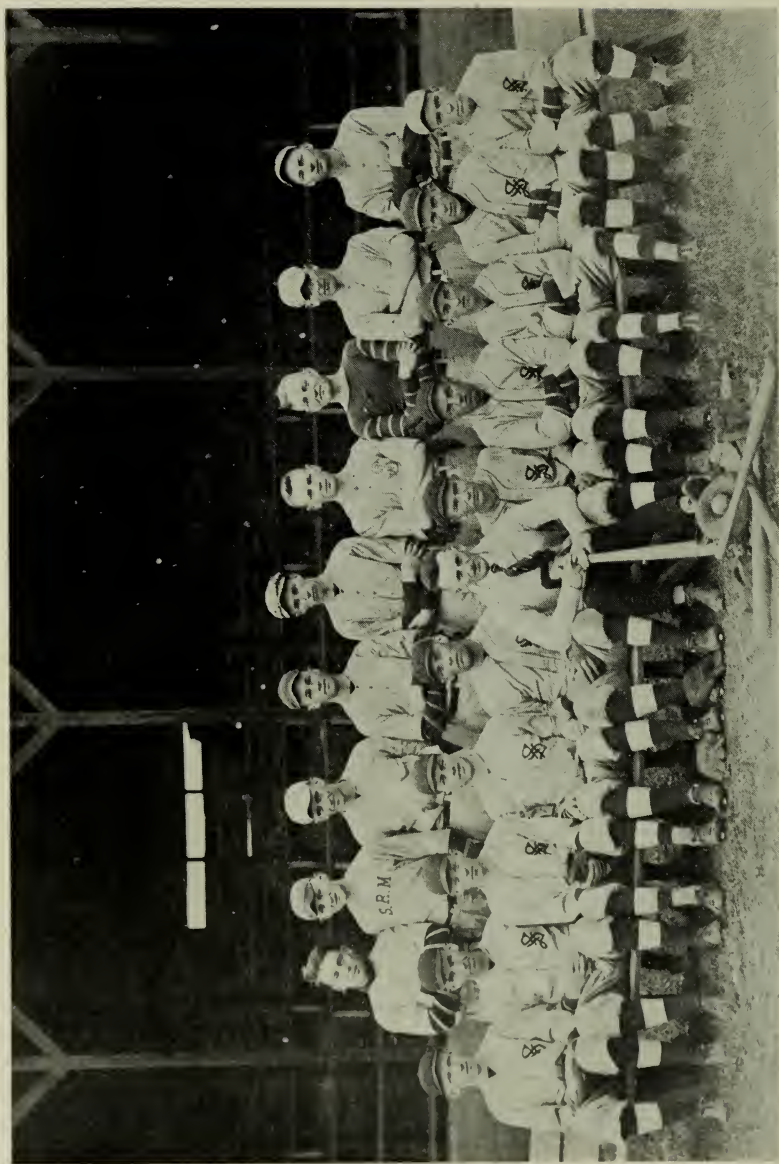
In this department there is the Chapel Orchestra, which includes all students who play orchestral instruments well enough to play readily the hymns used in chapel. These students are requested to be regular in attendance in the Chapel Orchestra, as this gives them good practice on the instruments which they play. They may then be eligible for the Junior Orchestra.

Junior Orchestra—This orchestra is open to those students having finished work in the violin classes or elementary work on other instruments and who can read the special simple orchestra music provided for them. They are required to play in the Chapel Orchestra as a part of their practice and to attend regularly the weekly rehearsals.

Normal Orchestra—This orchestra is open to students who have finished the Junior Orchestra work or who can



Boys' Basket-ball Team



Base-ball Team

qualify as to their ability to read well orchestra music of medium difficulty. They are required to play in the Chapel Orchestra and to attend regularly the three weekly rehearsals. It is advised that those interested in this work do private work in order that they may enjoy the work better. The piano accompanists must be able to read at sight accompaniments to this music. Those wishing to qualify may do so and take up the accompanying work privately. The Normal Orchestra does all the special work for the different events and gives a series of four concerts each year, in addition to the joint concert with the Girls' Choral Club during commencement season.

PREPARATORY COURSE

This course will meet the need of the student who is not prepared to enter the regular course. It consists of the following: Exercises for breathing and tone production; simple scale work and Arpeggios vocalises by Marzocchi and others; sight singing in simple melodies and songs.

First Year.—Exercises for tone production and breath control, vocalises from Vaccai, Marchesi, Concone, Abt and simple songs from well known composers.

Second Year.—Vocalises from Panofka, Spicker, Borogini, songs from classic composers, and a complete review of the two years previous.

Third Year.—Advanced technical exercises and vocalises, Melodia in sight singing, and songs from standard opera and oratorio.

Graduation.—Students are required to have at least one year of instrumental music, preferably two years, and be able to play simple accompaniments. They must have a thorough knowledge of English, two years in History and Harmony of Music, Modern Languages, and complete Melodia along with the course in sight singing, ear-training and dictation.

SUPERVISOR'S COURSE

This course is intended for the training of supervisors and special teachers of music in public schools. The time required for the completion of the work depends upon the ability of the student and upon the amount and quality of training which the student has had previous to entrance. Students not having diplomas from high schools or normal schools are required to continue studies in the Normal Department while taking the regular course in music, especially the studies which are of special value to musicians, such as History, Literature, Language, Psychology, Pedagogy. Students who are proficient in sight reading, ear-training, piano-playing and singing, upon examination, may complete the course in two years. Others will find it necessary to take a longer time. Following are the studies: Sight-reading, Singing, with and without syllable, Studies suitable for first grade and continuing to studies suitable for seventh grade, Singing without accompaniment, Reading words and music simultaneously, and Music used in upper grades and high schools. Proficiency in sight reading is of great advantage to the student entering the Supervisor's Course.

Dictation.—Study of tone and rhythm first presented to the sense of hearing. It gives the student the power to think tones and sense rhythms, and to recognize and write simple melodies in all keys. The oral and written dictation work gives the student power to read and write this language with ease and will be a help in his other studies. A mastery of this subject is essential to the success of the student if he desires to make advancement in his work.

Melody.—This includes the work in theory given in the Normal course of Public School Music and may be passed upon an entrance examination; also triads and their inversions, simple melodies in major and minor modes with reference to harmonic suggestion, and melodies stepwise and with simple skips.

Harmony.—Writing the major and minor and chromatic scales in all keys with and without signature, the dominant seventh and its inversions, harmonization of simple melodies, figured basses, transposition and modulation. Students in this course are required to join the chorus and observe and do practice work in chorus and orchestra conducting. They will be required to do practice teaching in the Model School in all grades up to the Ninth.

History of Music and Music Appreciation.—This is in the form of lectures and a note book is kept by the student. An effort is made to acquaint the students with music from its beginning and to bring to them the best selections from the old and new composers, as well as stories of the standard operas and selections from them.

PIANOFORTE COURSE

To those seeking a general education in music and in piano-forte playing this school offers excellent advantages. Its aim is to provide the best instruction to students capable of carrying on this work with or without their other studies. The course includes three years of pianoforte study, two of harmony and musical-form, two of music history, and two of ear-training. A certificate is given to those who finish this work creditably. This course prepares students to enter third year of such schools as the Institute of Musical Art of New York City, Peabody Conservatory of Baltimore, and the New England Conservatory of Boston.

Especial attention is given to beginners and to those not far advanced. In all grades careful attention is paid to accuracy of notes, rests, fingering, time, and rhythm; observance of phrasing, accent, legato, and staccato; balance of tone quality, use of pedal, conception and interpretation, playing at sight and from memory. Students are given an opportunity to gain poise and the ease of self-control in open and private recitals.

There is a tendency on the part of many music students to neglect their general education. The school deems it neces-

sary to urge them to pursue literary and pedagogical studies in connection with their regular work. Many of the normal school graduates have obtained better positions as a result of knowledge and training acquired in the music department.

FIRST YEAR

Pianoforte—Elementary work, hand formation, five-finger exercises, slow work in scales, easy technical studies such as Koehler op. 151, melody studies Gurlitt op. 101, Lambert, Schuman—"Album for Young," simple pieces.

Harmony—Study of rudiments "Exercises in melody writing" by Percy Goetschius.

Ear Training—Pitch and rhythm taken up separately, dictation of fundamental intervals and easy melodies, sight reading.

SECOND YEAR

Pianoforte—Technic, scales in different rhythms, slow arpeggios, more difficult studies such as Loeschorn op. 66, Koehler op. 157, studies such as Gurlitt op. 131, and Schuman Scenes from childhood, and pieces of moderate difficulty, practice in sight reading and ensemble playing.

Harmony—The theory and practice of tone relations by Percy Goetschius, and the study of musical form.

Ear Training (combined with harmony)—Dictation of melodies with modulation and complex rhythms, dictation of chords, sight reading.

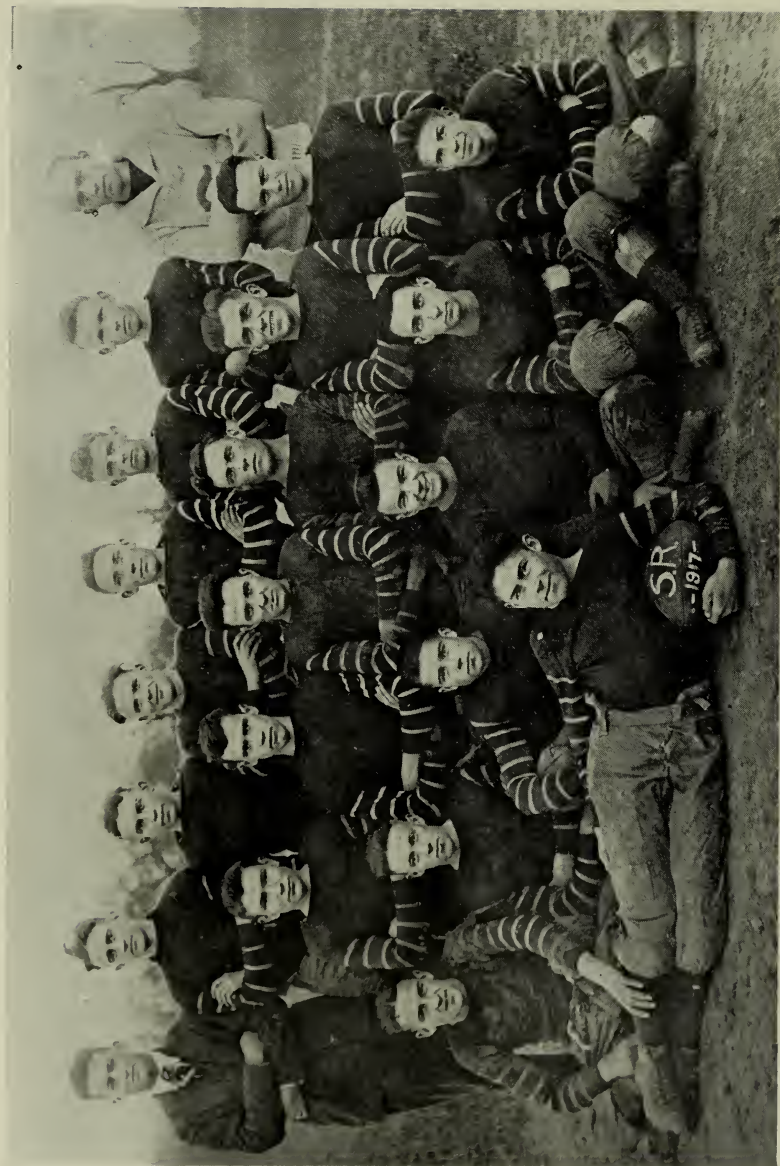
THIRD YEAR

Technic—Scales in thirds, sixths, tenths, arpeggios fast, trills, octaves, chromatics, Czerny op. 299, Clementi Gradus ad Parnassum, selections from Bach, Mozart, Schumann, Handel, Schubert, Mendelssohn, and Beethoven.

History of Music—First year, General knowledge of music history and composers. Second year, Special study of composers, the history of the opera, orchestra, and national schools.



Normal School Band



Foot-ball Team

DEPARTMENT OF PHYSICAL EDUCATION

PHYSICAL TRAINING

The work in Physical Education is organized not only for the purpose of cultivating all athletics and gymnastics, but of giving to each student, regardless of physique or athletic ability, some form of physical exercise in which he may safely indulge with profit.

The expression of this department is under the direction of the Athletic Committee and is divided into both corrective and educational gym for development, co-ordination and objective control.

Those who are physically unable to take up the regular class work may take the corrective work and thus prepare themselves for the graded class work.

The costume worn by the young ladies consists of black bloomers (which may be purchased at the school for \$1.65), white middie, black tie, shoes and stockings.

Physical Education for the young men will be under the direct supervision of an athletic director who will also act as coach of the different teams and accompany the teams on all trips away from the school.

Students are permitted to remain on the athletic teams only so long as athletics do not interfere with their studies. The forms of athletics in which the school participates are foot-ball, basket-ball, base-ball and tennis.

FIRST YEAR

Anatomy—Two periods a week upon general anatomy,

especially explaining those points which are of importance to the future teacher of Physical Education.

General Kinesiology—One period a week. Lectures and recitations upon the mechanics and classifications of exercise.—Mrs. DeArmit.

Vocal Expression—One period a week on proper training of voice; the element of expression, localization of speech and exercises in reading, speaking, etc. As commands are extensively used in teaching gym, this part will be most helpful.

English—Four periods a week. Regular First Year English of Normal School.

Educational Gym—Two periods a week. The progression characteristic of the Swedish system will be thoroughly taught, so that at the end of the course even those who are weak will be physically strong.

Electives—Club Swinging, Dumb Bells, Wands, Folk and Aesthetic Dancing.

SECOND YEAR

Physiology—Two periods a week. Demonstrating those laws which are of special interest to the teacher of physical education.

Special Kinesiology—One period a week. The philosophy of each position and movement will be explained, also the basis of progression and tables of exercises.—Mrs. DeArmit.

Play Ground Training and Gym Games—One period a week.

Educational Gym—Two periods a week. Continuation of work begun in first year.—Mrs. DeArmit.

Rhetoric—Four periods a week. Second year English of Normal School.

Psychology and Child Study—Four periods a week.

Vocal Expression—One period a week. Continued from first year.

Activities—Folk and Aesthetic Dancing, Basket-ball, and Tennis.

THIRD YEAR

Hygiene and School Sanitation—Two periods a week. Lectures on diet, dress, age, temperament, inheritance and personal habits with special reference to Physical Training.

Pedagogy of Physical Training—One period a week. Practice in teaching physical training in Model School 1st to 8th grades.—Mrs. DeArmit.

Public School Gymnastics—One period a week. As arranged for use in public schools.—Mrs. DeArmit.

Educational Gym—Two periods a week. Continuation of second year.

First Aid—One period a week. Lectures and demonstrations.

English—English and American Literature, four periods a week.

Dramatic Art—One period a week. This includes pantomime, coaching and staging of plays, evolution of expression, etc.

Activities—Folk and Aesthetic Dancing, Basket-ball and Tennis.—Mrs. DeArmit.

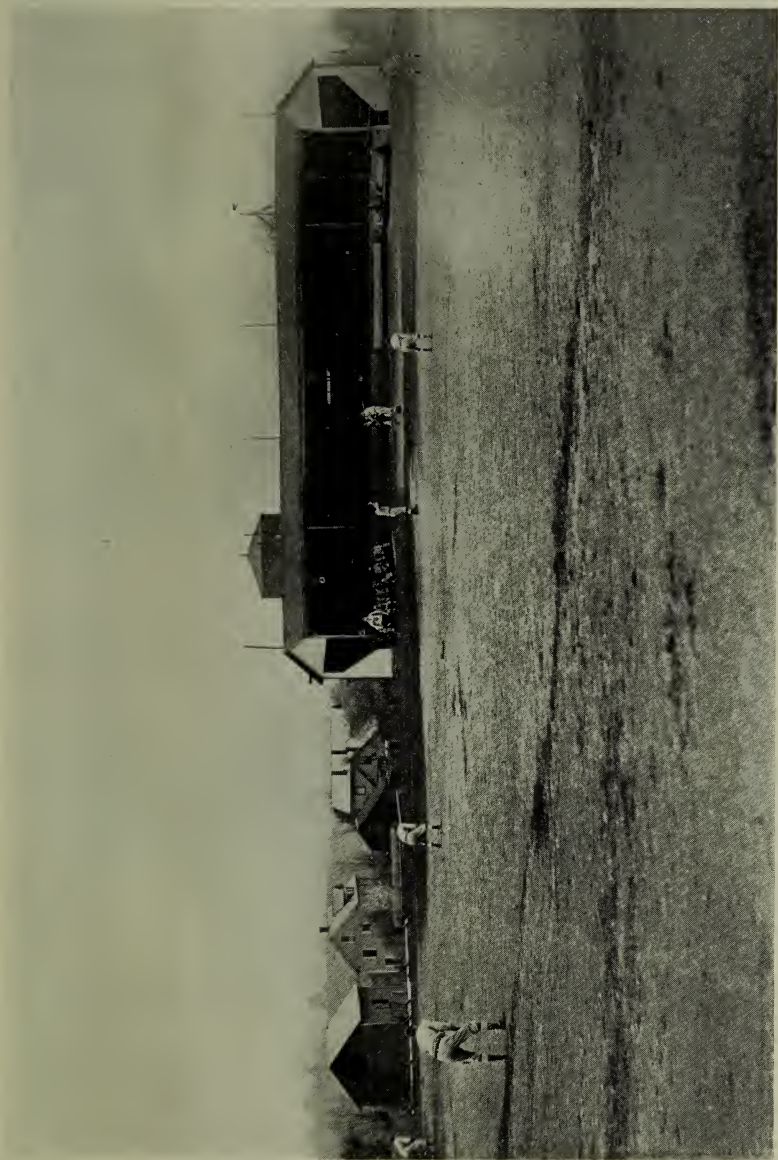
COMMERCIAL DEPARTMENT

Realizing the great need of commercially trained teachers, the Trustees have decided to organize a commercial course. The purpose of this department is to train young men and women in the forms, customs and laws of business; to cultivate in them habits of neatness, accuracy and thoroughness; to familiarize them with practical business problems, and in every way possible prepare them to become commercial teachers, or for successful business careers. The teachers are the regular school faculty, specialists in their several departments.

The courses are so arranged that many of the subjects will be in the regular Normal School course. The conditions of entrance are the same as for the other courses in the Normal School. Those who are deficient in the common school branches will be required to enter the classes in the subjects in which they are deficient.

Three courses are outlined: The Training Course for Commercial Teachers, Shorthand Course, and Bookkeeping Course. Students taking the commercial course in the Normal School have all the advantages of the Normal School, including the Library, Literary Societies, Christian Associations, Gymnasium, Lectures, etc.

A special fee of Fifty Cents per week is charged for type-writing students, and One Dollar per week for students in Shorthand. Students who do not take the regular Normal School course will be required to pay the regular tuition in addition to the above sum of \$1.50 per week.



On the Diamond



Y. M. C. A. Cabinet



On the Tennis Courts

COMMERCIAL TEACHERS' COURSE

FIRST YEAR

	No. of 45 min. periods
Bookkeeping	160
English Grammar	160
Commercial Correspondence	50
Arithmetic	100
Algebra	160
Spelling	50
Penmanship	100
Commercial Geography	50
Physical Education	
Elective	160

SECOND YEAR

Shorthand	160
Typewriting	160
English (Rhetoric)	160
Commercial Law	50
Dictation	100
Civics	50
English & American Literature.....	100
Psychology	160
Physical Education	

SHORTHAND COURSE

Shorthand	160
Typewriting	160
Dictation	50
Arithmetic	100
Grammar	160
Spelling	50
Commercial Correspondence	50
Commercial Geography	50
Physical Education	
Elective	160

BOOKKEEPING COURSE

Bookkeeping	160
Typewriting	100
Arithmetic	100
Grammar	160
Penmanship	100
Spelling	50
Commercial Geography	50
Commercial Law	50
Physical Education	

TEXT BOOKS

FIRST YEAR

Algebra	Hull
Ancient & Mediaeval History.....	Myers
Arithmetic	Hamilton
French Grammar.....	Fraser & Squair
Grammar	Emerson & Bender
Latin Grammar.....	Allen & Greenough
Latin Reader	Smith
Orthography	Sandwick & Bacon
Physical Geography.....	Arey, Bryant, Clendenin & Morey
Reading	Brumbaugh
School Management	Dutton

SECOND YEAR

Botany	Andrews
Caesar	Walker
Civics	Maltby
General Methods.....	Hamilton & Strayer
History (English)	Niver
History (Modern)	Myers
Plane Geometry	Milne
Rhetoric.....	Gerrish & Cunningham
Zoology.....	Jordan & Kellogg

THIRD YEAR

Astronomy	Young
Cicero	Rockwood
Chemistry.....	McPherson & Henderson
Child Study	Kirkpatrick
Economics	Bullock
Geography	Tarr & McMurray
Geology	LeConte
Literature (American)	Newcomer
Literature (English)	Halleck
Methods in Geography.....	Sutherland
Physiology.....	Hough & Sedgwick
Psychology	Halleck
Rural School Management.....	Wilkinson, Culter & Stone
Solid Geometry	Milne
U. S. History.....	Eggleston-McMaster



Y. W. C. A. Cabinet



Bible Class

FOURTH YEAR

Agriculture	Warren
Arithmetic	Safford
English.....	Emerson & Bender
Ethics	Peabody
History of Education.....	Graves
Methods in Arithmetic.....	Walsh
Methods in English.....	Goldwasser
Nature Study	Hodge
Physics	Hcadley
Public Speaking	Roberts
Rural School Problems.....	Foght
Sociology	Ellwood
Virgil	Bennett



SLIPPERY ROCK STATE NORMAL SCHOOL

LOCATION

Slippery Rock State Normal School is situated midway between Pittsburg and Erie, in Butler county, about 17 miles from Butler, Mercer and New Castle, and is easily accessible from all points in Western Pennsylvania. Those coming from Pittsburgh can reach the school by the B. & O. and the B. & L. E. Railroads, which run morning and evening trains to Keisters Station, four miles distant from the school, or may take the West Penn Railroad to Butler, then the B. & L. E. to Keisters. About Nov. 1, 1918, the station will be changed to Harrisville. Those coming by way of New Castle may change cars at Mercer and come to the same station, but may also take the Penna. Railroad from New Castle to Redmond, changing at Leesburg. At Shenango, the B. & L. E. Railroad connects with the Erie Railroad, and at Osgood with the Lake Shore Railroad, thus affording easy access from the north. The Normal School transfer meets regular trains at Keisters. About November 1st the Normal School transfer will meet trains at Harrisville station instead of Keisters. This will be upon the completion of the new state road which is being built from Slippery Rock to Harrisville.

The location of the school is pleasant and healthful. Being situated on a hill a commanding view of the town and surrounding country is afforded, and it possesses unexcelled facilities for healthful drainage.

There are three churches in the town—the Presbyterian, the United Presbyterian, and the Methodist Episcopal, at which the students are always welcome. The community is noted for its morality, being free from the distractions of the city.



Philomathean Literary Society



Bryant Literary Society

HISTORY

The organization of Slippery Rock State Normal School grew out of a desire of the people of the town and surrounding community to have a school in their midst in which their children could secure an education without leaving their homes. With this end in view a plan was formed, in the fall of 1877, for the erection of a building suitable for an academy and for providing funds for the purpose of the school until it should become self sustaining. During this stage of the effort, it was discovered that no Normal School had been established in this, the Eleventh District. At once the scope of their efforts was widened to include the larger enterprise, and stock was sold to the amount of \$20,000.00. During the summer of 1888 and the following winter, land was procured and three frame buildings were erected—a chapel containing recitation rooms, and two dormitories.

Application was made to the Department of Public Instruction for the approval of the buildings and the establishment of a State Normal School for this district. The first day of February, 1889, was set as the date for the inspection of the buildings and on that day the committee by the State met and approved the application.

The necessary steps were taken toward the organization of the school and the first term opened on March 26, 1889, with an enrollment of 168 students. The first class, consisting of eleven members, was graduated in 1891.

The growth of the school has been very rapid in all that makes for a true Normal School. The policy of those in charge has always been to keep prominently in view the purpose for which it was established—the training of teachers for the public schools of the state.

BUILDINGS

There are six principal buildings—two dormitories, a chapel, a main building, a gymnasium, and a model school.

They are situated on a commanding eminence. The dormitories contain 220 rooms, besides a reception room, large dining hall, kitchen, store rooms, etc. The chapel is situated between the two dormitories. It is a fine stone building 89x100 feet, Norman-French architecture, and it contains music rooms and the general assembly room. The large room has a seating capacity for one thousand persons, and a gallery for three hundred additional seats. The endeavor has been made to construct an auditorium of beauty and convenience. The rooms are all heated by steam and lighted by natural gas. Every floor is provided with an abundance of hot and cold water, bath rooms, lavatories, and closets in accord with good sanitation.

The authorities of the school are determined to do all that can be done to promote the ends for which it was established, and to add to the comfort and convenience of all connected with it. Many improvements have already been made, viz: Stone walks, bath rooms and closet annexes, laundry, grading and ornamentation of grounds, and equipment of Model School. The Main Building contains class rooms, reading room, society halls, library and offices, and is one of the finest buildings in the state. The ladies dormitory forms a beautiful building with a frontage of 220 feet. It contains the kitchens, pantries, and beautiful dining room capable of seating over 400 persons. The boys' dormitory is a very commodious and substantial building, one of the best in the state. It is a model of beauty, comfort and convenience. Few buildings of its class can equal it in those points which make it a real home for young men who attend the school. The model school building, erected at a cost of \$27,000.00, adds much to our facilities during the school year. Located directly on the campus, the practice school does not interfere with the work of the regular Normal department. The rooms in this building are adapted to separate grades and Seniors are placed in full charge of the rooms during the practice periods. Since our practice school is a regular county school, the value of the year's experience thus gained by Seniors cannot be well overestimated.

GROUNDS

The buildings are surrounded by grounds comprising about fifty-seven acres. Part of this is covered by forest-trees and orchards. The part immediately surrounding the buildings has been graded and laid out in beautiful lawns intersected with pleasant walks and drives. Many trees and shrubs have been planted, and numerous pots of flowers enhance the beauty of the place. Provision has been made for lawn tennis and other outdoor games. A baseball field has been carefully laid out, and a grand-stand erected capable of seating over four hundred persons.

ATHLETICS

Athletic sports are encouraged as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of co-operative enterprise so essential to individuals throughout life. When athletics are so managed as to cultivate determination, courage, self-reliance, obedience, and quickness of decision, there is much to be urged in their favor. Tennis, basketball, baseball, and football are the games most in use. There are numerous good tennis courts on the campus. The athletic field is one of the finest in the State for baseball and football. It is well-graded, and will soon be placed in sod or sown with lawn-grass. For the other games ample provision will be made. The gymnasium is open for exercise at certain hours, under suitable restrictions, to all who are enrolled as students.

Under the general term of Athletics are included all forms of physical activities of a competitive nature, such as track and field sports, football, baseball, tennis, field hockey, etc. Teams representing the school as well as the various classes are chosen in all the major sports and are conditioned and trained by the coach and Director of Athletics.

Athletics are not confined to boys only, as is the case in so many schools, but the girls are encouraged to participate in all

sports, and have the advantage of the coaching and direction of those in charge of this work.

LIBRARY

The Normal Library is open during every school day, as well as on Monday afternoons, when students are permitted to consult works of reference, or take out such works for a limited period. At certain times in each school day, students may secure books for longer periods, limited to two weeks.

Many new books have been added to the library, so that its attractiveness and usefulness have been greatly increased. By a judicious expenditure of funds, we hope to make this important aid to the student more valuable from year to year.

A reading room containing the leading daily and weekly newspapers, magazines, journals of education, church and Sunday school weeklies, etc., is also connected with the school, with privileges free to all.

LITERARY SOCIETIES

Among the attractions of the school are two flourishing Literary Societies, conducted by the students—the “Bryant” and the “Philomathean.” Both Societies hold weekly meetings. Each student is expected to be a member of one of the Societies. A small initiation fee is charged. The training given in these Societies is of such great value that students cannot afford to neglect the opportunities furnished for literary and oratorical culture. Each Society holds an annual anniversary—the Philomathean in October, the Bryant in May. The annual contest between the two Societies is held on the fourth Saturday of May.

LECTURES

Students should have those opportunities for culture which will enable them to become stronger intellectually through mental contact with the strong minds of the country.

Through the hearty co-operation of a generous and public spirited community we are able to bring before the students many prominent lecturers.

CHRISTIAN ASSOCIATIONS

A flourishing Young Women's Christian Association and a Young Men's Christian Association have been organized during the school year 1917-18. Most of the young people in the school have identified themselves with these organizations. Regular devotional meetings are held at 6:15 on each Wednesday evening, and a joint religious service is held on each Sabbath evening at 6:15 in the chapel.

The purpose of these organizations is to develop a training school for religious activity.

BIBLE STUDY

The advantages of special study of the Bible are offered without expense to all students who become members of Dr. Hamm's Bible Class. This class meets at 4:45 every Sabbath afternoon. For the fall term of the coming year the studies will be in the Old Testament, and for the winter and spring terms Bible Studies in connection with Y. M. and Y. W. C. A. work.

STUDENT AID

At the annual meeting of the Alumni last year an effort was started to establish a fund for the purpose of aiding students to obtain an education in this school. Several hundred dollars have been pledged to this fund and it is hoped that in a short time a sufficient amount will be raised to afford substantial aid to deserving students.

SCHOLARSHIPS

Scholarships are awarded to desirable young men and young women equivalent to the expense of board and room

in the dormitory for services at the school. This service requires about twenty-two hours per week of work in the dining room, pantry, or other duties about the grounds. Several vacancies will exist in this department during the coming year.

EXPENSES

	Fall Term 13 wks.	Winter Term 14 wks.	Spring Term 13 wks.	Less than a term Per wk.
Boarding, including furnished room, heat and light.....	\$ 65.00	\$ 70.00	\$ 65.00	\$ 5.25
Tuition, Normal Department.....	19.50	21.00	19.50	
Tuition, Music Department:				
Two lessons per week.....	13.00	14.00	13.00	1.25
One lesson per week.....	6.50	7.00	6.50	.65
Use of Piano:				
One practice period per day.....	1.00	1.00	1.00	
Two practice periods per day.....	2.00	2.00	2.00	
Harmony and History of Music.....	10.00	10.00	10.00	
Registration Fee:				
Dormitory students	3.00	3.00	3.00	
*Day students	5.00	5.00	5.00	
Special registration for special music students	1.00	1.00	1.00	
Special fee:				
Domestic Science	3.00	3.00	3.00	
Manual Training	1.00	1.00	1.00	

*By day students is meant any student who does not live in the dormitory. The extra registration fee is charged in order to provide a proper study room under proper conditions during the study day.

The text books are furnished by the school at a small rental charge for each book used.

A deposit of \$1.00 is required of each student to insure proper care of the text books while in his possession and the return of same at the close of the term.

Each student who rooms in the dormitories of the school is required to deposit \$2.00 as a guaranty of the care of the room and of the property of the school contained therein.

DEDUCTIONS

For absence of two consecutive weeks or more, on account of personal sickness, a reduction of one-half the usual charge for board and tuition will be made.

No reduction is made for absence the first two or last two weeks of the term, except by previous arrangement with the Principal.

No reduction is made for absence the last four weeks of the spring term.

ROOMS

Each room is 13x15 feet in size, carpeted, and contains bed, good mattress and springs; wardrobe, washstand, table, and usual room furniture; intended to accommodate two boarders, and the scale of prices above given is arranged accordingly.

All students are to take rooms and board at the institution, unless they reside at home, or have obtained permission from the Principal to board elsewhere.

Students are expected to provide themselves with towels, table napkin, soap, and other needful toilet articles.

Students in actual attendance at the close of one term are entitled to preference in the choice of rooms for the next term. All other students are entitled to choice of rooms in the order of the reception of their applications.

No room selected by students will be held for them beyond the second week of the term, except on special arrangement to that effect.

During the Spring Term the School will secure rooms in town for students who are unable to obtain rooms in dormitory.

STATE APPROPRIATION TO STUDENTS

In accordance with an act of the Legislature the following appropriations are made to Normal Students:—

1. Each student over seventeen years of age, who shall sign a paper declaring his intention to teach in the common schools of the State, shall receive the sum of *one dollar and*

fifty cents per week, or such part thereof as shall actually be paid by the State as aid to undergraduates.

2. Any student, to secure the benefit of these appropriations, must receive regular instruction in the Science and Art of Teaching, in classes devoted to that object, for the whole time for which such allowance is drawn.

3. In case of a deficiency in the amount appropriated by the Legislature for State Aid to students, each student will receive his proportionate share of the appropriation.

PAYMENT OF BILLS

Bills for board and tuition are payable, the one-half at the opening of the term, and the remainder at the middle of the term.

These payments must be made, or satisfactorily provided for, before students are assigned to classes.

Students leaving school before the end of the term must report to the Principal at the time of leaving.

All bills are payable to the Registrar, who acts in behalf of the Trustees.

SUMMER SCHOOL

The first summer school at Slippery Rock State Normal School will be held June 24 to Aug. 2, 1918. The purpose of this summer school is to meet the needs of teachers, both city and rural, who hold provisional certificates or wish to take professional or permanent certificate examinations; students who are preparing to teach, and those who wish to secure additional credit in the Normal School course. All subjects passed are credited toward the equivalent of the Normal School course. Special emphasis will be placed upon Child Study, Primary and Advanced Methods, Rural School Problems, and Current Educational Problems.



Sewing Class



Kindergarten

Classes will be organized in any branch when at least five students apply for membership in the class.

It is the purpose of the Trustees to continue the summer term during the summer of 1919, along the same lines as maintained during 1918.

EXPENSES FOR SUMMER TERM

The tuition will be \$15.00 for the term. Board and room, including light, can be obtained in the dormitories for the regular price of \$4.50 per week during the summer of 1918, and \$5.00 per week during the summer of 1919. Books can be rented at a moderate rate. Tuition in the music department will be on the same basis as during the regular terms of the Normal School. For detailed Summer Term Bulletin, send inquiry to the Principal.

REGULATIONS FOR STUDENTS

The discipline of the school is made as simple as possible. Self-control is the ideal sought. Students are expected to do without compulsion what is required, and to refrain voluntarily from all improprieties of conduct. The intelligent conception of duty and quickened conscience will generally result in a cheerful, voluntary obedience. That government is best that seems to govern least.

Regular attendance, good behavior, and hearty allegiance to all the interests of the school are expected of each member of the student body.

1. Study hours will be announced at the commencement of each session. Students must devote these hours exclusively to study and recitation.

2. All students are required to be present at all devotional and general exercises in the chapel, unless excused. Attendance at religious services during Sabbath is required.

3. Students are required to take up enough studies to keep them, in the judgment of the Principal, sufficiently employed, but are not permitted to take up more than they can study with profit.

4. Each student of instrumental music will have regular hours assigned for practice, during which time no spectator can be present to interrupt the exercises or divert the attention.

5. No student may indulge in the use of tobacco in any of its forms in or about the buildings.

6. Young men will not be permitted to call upon the young women students without permission.

7. Disorderly conduct in the building is prohibited. Each student will be held responsible for any disturbance or damage to his room.

8. Students whose sense of honor and propriety cannot be trusted will be summarily dismissed. They will also be sent away whenever, in the opinion of the Faculty, it is evident that they are pursuing a course of conduct detrimental to themselves and the institution.

VISITORS AND VISITING

Calls on students at other times than during the hours of recreation interfere seriously with the object of the school, and are not allowed except in the case of necessity. Persons desiring to visit the school are invited to do so at any time.

Every absence from school duty subtracts materially from the progress of the student. Frequent visits home or elsewhere prevent the concentration of thought which true success demands. Parents are earnestly requested not to take the students away from their school duties unless it is absolutely necessary. Students are not permitted to visit home or away from town without special permission from the Principal.

APPLICATIONS FOR TEACHERS

School directors and principals often apply to us for teachers. We are always pleased to answer such requests by furnishing good teachers, but we are better able to do so near the close of each school year than at any other time. While the school aids its graduates to secure positions, it makes no promises to do so. It may be said, however, that for several years we have been unable to supply the demands made upon us for graduates to fill positions in various grades of schools. Persons desiring to secure our graduates should therefore apply early. Great care is exercised by the Principal in recommending graduates for positions.

It must not be supposed that all persons who attend our school for one or more terms are good teachers. The graduates of the school are almost invariably successful instructors and disciplinarians.

MAIL, TELEPHONE, EXPRESS

The school has two mails daily. Mail matter should be addressed: Slippery Rock, Butler County, Pa. The words "State Normal School" on the envelope of a letter or package will aid its delivery, and may prevent it from being sent to the wrong postoffice.

The school is connected by telephone with nearly all parts of Western and Central Pennsylvania.

Express packages should be addressed: State Normal School, Slippery Rock, Pa.

For further information address the Principal of the school.

CATALOGUE OF STUDENTS

1918-1919

Adams, Effie I.
Adams, Frances K.
Adzima, Mary
Aggas, Muriel
Aiken, Marie
Allen, Mary Veronica
Alstadt, Minnie
Alter, Evalyn
Ambrose, Barton
Armstrong, Elizabeth
Austin, Margaret

Badger, Elizabeth
Badger, Lewis
Badger, Mae
Badger, Ruth
Baird, Eva M.
Baird, Floray
Banks, Roberta
Barber, Walter
Barens, Tilla
Barkey, Ruthene
Barnes, Florence
Barnes, Genevra
Barron, Esther
Bartmass, Verner
Beamer, Edna
Beatty, Wilson J.
Beers, Mildred
Beighle, J. Roy
Bell, Leila W.
Bell, Lois
Bell, Minnie
Bermont, Florence
Berringer, Olive
Billington, Dorothy
Bingham, Mary
Bingham, Raymond
Black, Arthur
Black, Helen
Black, Irene
Black, Mae
Black, Mary
Blevins, Anna E.
Blythe, Erma
Boice, Bernice
Bolton, Raymond
Book, Clare
Book, Ida
Borland, Maine
Bovard, Alene
Bovard, Bernice R.
Bovard, Esther M.
Bovard, Winifred Ray
Brings, Marie
Brittain, Jessie M.
Brunton, Elizabeth
Brydon, Harold
Brydon, Hazel

Brydon, Laura
Buchanan, Edna Jane
Buchanan, Mary
Buhrman, Hazel
Buxton, Myrtle

Campbell, Frances
Campbell, Frederick
Campbell, Grace Edith
Campbell, Isabel
Campbell, John L.
Campbell, Laura
Campbell, Lois
Campbell, Reba R.
Carter, Joseph
Casey, Alice E.
Chambers, Minnie L.
Chapin, Ruth
Cheeseman, Mary
Christy, Alice
Close, Florence H.
Cochran, Samuel
Cole, Elizabeth
Cole, Mary
Connelly, Joseph R.
Connelly, Mercedes
Cook, Belmont
Cook, Catherine
Cooley, Norman
Cooper, Genevieve
Cooper, Hazel
Cooper, Ida
Coryea, Berneda
Crawford, Sarah

Davis, Mabel
Davidson, Isabel
Day, Pearl
Denniston, Lloyd
Denny, William
Dickson, Bernice
Dickson Twila
Dight, Adeline
Dight, Lora Mae
Dimit, Bernice
Dimit, Myrtle
Donaldson, Martha B.
Double, Mildred
Dugan, Francis
Dunn, Mary

Eakin, Hazel
Eakin, Hiram
Eiler, Flora M.
Eisenberg, Emma J.
Ellenberger, Quay D.
Elliott, Elizabeth V.
Elliott, Rosella
Erle, Myrtle

Espe, Alice
Espe, Viola

Fair, Mildred
Ferrante, Jennie
Ferrere, Marcel
Fireman, Clare
Fisher, Elza
Fisher, Hazel
Fisher, Ruth
Fleeger, Margaret
Forrest, Ruth
Foster, May
Fox, Floyd L.
Fowler, Edna E.
Friedman, Elizabeth
Fruit, Twilla
Frye, Ressa
Fulkman, Mary J.

Gardner, Susie
Garner, Ward
Gates, Irene
Gerren, Franklin
Gibson, Elizabeth
Gibson, Verna
Gilmore, Letrugh
Gilmore, Vera
Gilson, Edna
Glasgow, Glenn
Glenn, Katherine
Glenn, Paul
Goehring, Edith
Gold, Hosea
Gold, Pearl
Good, Denton
Goshorn, Margaret
Gosser, Velma
Gretton, Florence
Griffin, Ruth
Grossman, Garrett
Grove, Emmet
Grove, Nathan
Grubb, George S.
Grubb, Roy B.

Hall, Wilda
Hamilton, Carrie Ethel
Hamilton, Christina
Hamilton, Margaret
Hamilton, Nellie
Harbaugh, Myrtle
Harsh, Ruth
Hartzell, Eugene H.
Hartzell, Josephine
Harvey, Ruth
Hawks, Kenneth
Heath, Linus
Heckert, John
Heginbotham, Katherine
Heidrick, Estelle
Herron, Emma Rhae
Hershey, Mary K.
Hineman, Lois
Hines, Margaret
Hines, Sheridan
Hoak, Helen
Hobaugh, Lola
Hockenberry, Cecil
Hockenberry, Flora
Hockenberry, Hazel
Hockenberry, John
Hockenberry, Loyal
Hockenberry, Mary Grace
Hockenberry, Pearle
Hoffman, Faye

Hogg, May
Hollibaugh, Mary M.
Hoon, Marie
Huey, Laura
Hughes, Edith A.
Hughes, Florence
Humes, Howard
Humes, Mildred
Humphreys, Laura M.
Humphrey, Lois

Ifft, Elizabeth
Iffert, Earl
Infield, Laura
Irwin, Rachel B.
Ivell, Mary
Ivell, Susie

Jack, James Ernest
Jack, Mary Esther
Jack, Nellie
James, Iva
Jamison, Harriet
Jamison, Marguerite
Jamison, Margaret Ruth
Job, Wylda
Johnson, Muriel

Kauffman, Mabel
Kaylor, Russell
Keck, Martha
Kerr, Beulah
Kerr, Ruth L.
Ketzal, Anna
Ketzal, Sallie
Kiestler, Martha
Klein, Margaret
Knapp, Harry
Knestrick, Hattie
Knestrick, Lulu
Koplin, Judith
Kuhn, Jean
Kyle, Helen

Leise, Margaret
Lowery, Margaret A.
Lowry, Mary
Lytle, Garnet

McAdams, Helen I.
McAnlis, May
McBride, Ethel F.
McBride, Margaret E.
McCandless, Kenneth
McCandless, Marjorie
McCandless, Porter
McClymonds, Mary
McCoy, Laura
McCracken, Mrs. R. F.
McCracken, Thurman
McCreary, Genevieve
McCullough, John A.
McCune, Fern
McCune, Velma
McDonald, Jack M.
McDowell, Sara
McElroy, Marie
McFarland, Loucinda
McFadden, Lemoine
McFate, Grace
McFate, Paul
McGeary, Melba
McGowan, Francis
McKee, Helen
McKee, Mary
McKee, Ruth

McKibben, Anna
McLean, Pearl
McMinn, Charles
McMurray, Jessie

Macurdy, Florence
Magee, Don
Magee, Wendell
Maharg, Martha G.
Martin, James
Martin, Winifred
Maxwell, Gladys
Meanor, Ethel
Meanor, Velma
Meeds, Gertrude E.
Mershon, Edna
Miller, Lulu
Miller, Marian
Miller, Paul G.
Mohr, Emily
Mong, Gladys
Mornebeck, Raymond
Morrow, Rose
Morrow, Sherrill
Moss, Elizabeth
Moss, Ethel
Murphy, Theodore

Noble, Margaret

Orr, Ilo Mae
Orr, Sarah

Park, Anna
Patterson, Edna
Patterson, Myrtle
Patterson, Norman D.
Pearce, Ethel M.
Peters, Myrtle
Pfeifer, Myrle
Phillips, Elizabeth
Phillips, Elsie Jean
Pierce, Ward D.
Pitzer, Ethel
Plyler, Ruth
Pollock, Theodora
Porter, Hazel M.
Powell, Ida
Purdy, William

Ralston, Florence
Ralston, Mary
Ralston, Oliver W.
Ramsey, Elsie
Ramsey, Gladys
Rawlings, Elizabeth
Rea, William Cecil
Redman, Virginia A.
Reed, Anna
Reis, Matilda
Reno, Ethel
Reno, Hazel H.
Reynolds, Wilmina
Rhea, Florence
Rhea, Mary F.
Rhodes, Pauline
Robinson, Frances
Rodgers, Ethel
Rodgers, Laura Bell
Rodgers, Wilda
Rood, Hannah
Rowe, Helen M.
Rubright, Helen
Rubright, Mary J.
Rumsey, Roscoe

Schott, Marie
Scollard, Florence
Scott, Herbert
Searing, Russell
Seaton, Mary
Shaffer, Vernye
Shay, Ruth
Shelatree, Dewitt
Sherwood, Hazel H.
Simison, Helen
Slagle, Mildred
Smale, Dacie
Smith, Faune
Smith, Gladys
Smith, Lida
Smith, Mary Steele
Smith, Morrison
Snare, Mary
Snyder, Minnie
Sober, Florence
Spearbeck, Bertha
Stanley, Vera
Stevenson, Alberta
Stevenson, George
Stewart, Eva
Stewart, Huldah
Stewart, Jessie P.
Stewart, Lenoir
Stickel, Dora
Stillwagon, Helen
Stoops, Bernice
Stoops, Kathleen
Stoops, Paul B.
Stotler, Gayl
Stoughton, Agnes
Stoughton, Frank
Studebaker, Opal
Stuebgen, Anna E.
Sutter, Olive
Sweetapple, Sara E.
Szobel, Ruth

Tallant, Alice P.
Tallant, James
Taylor, Lillian
Taylor, May
Taylor, Ruth
Thomas, Hazel
Thompson, Ethel
Thompson, Etta
Thompson, Florence May
Thompson, Florence Margaret
Thompson, Gertrude
Thompson, Helen S.
Thompson, Marie
Thompson, Nellie
Thorp, Edna
Throckmorton, Mantie
Tiemann, Clara H.
Tilbrook, Elsie
Tilbrook, Ruth
Tinker, Mae C.
Topley, Maude
Turner, Alice
Turner, John Jr.
Turner, William C.

Varnum, Mabel
Verzella, Pasquale
Vincent, Fred W.
Vogt, Martha
Voorus, Blanche
Voorus, Dorothy Pearl

Wagener, Leah E.
Wallace, Frances

Walsh, Catharine
 Ward, Grace
 Warner, Lena
 Webb, Florence
 Webber, Guylla
 Wehner, Isabel
 Weitzel, Helen
 Weller, Nellie
 Welsh, Katherine
 West, Gale
 West, Reardon C.
 Westlake, Kathryn
 White, Belle E.
 Whitehead, Florence
 Whitehill, Eulalie L.
 Whitmire, Mabel M.
 Whitmire, Olive C.

Wigel, Louella
 Wilson, Elma
 Wilson, Martha
 Winner, Wade
 Wise, George G.
 Withrow, Helen
 Wolfe, Esther V.
 Wolford, Hazel M.
 Wolford, Pearl
 Wootton, Mabel E.

 Yockey, Rhoda E.
 Young, Everett
 Young, J. Dewey

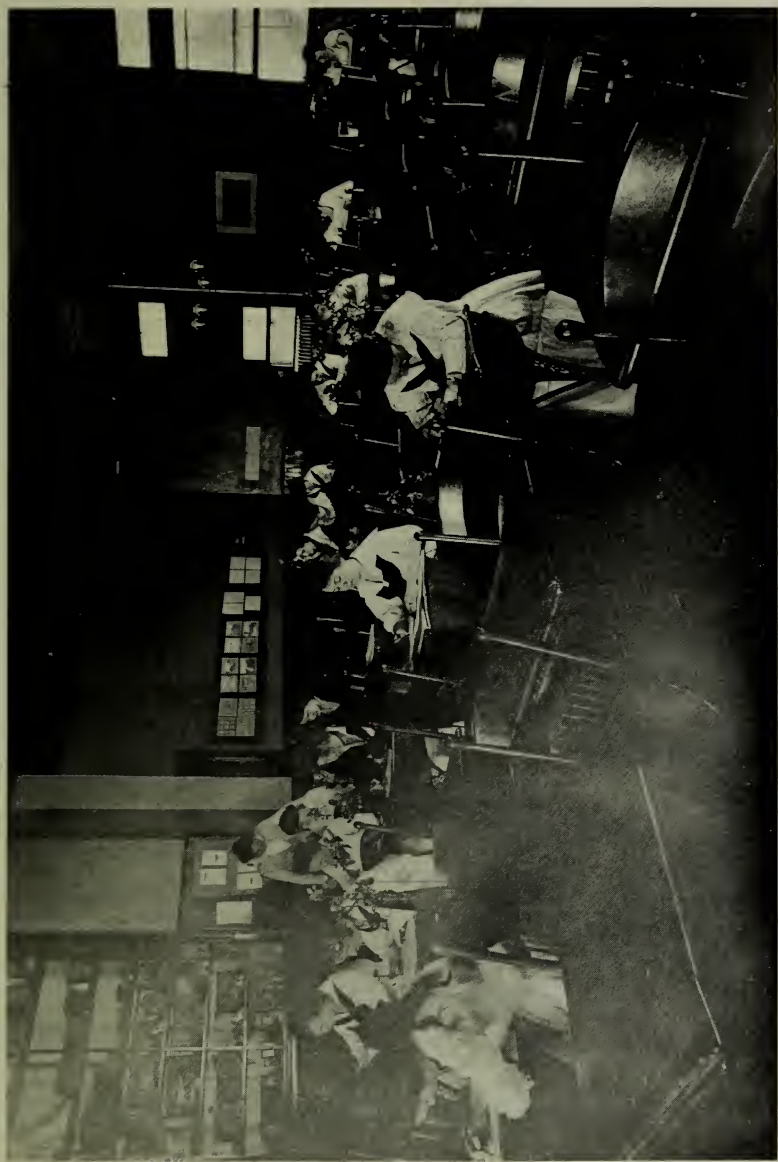
 Zehner, Ora E.



SUMMARY

TOTAL NUMBER OF STUDENTS 1918-1919

Male students in Normal School.....	88	
Female students in Normal School.....	344	
	<hr/>	
Total	432	432
Number in attendance during Fall Term:		
Normal School	350	
Model School	189	
Kindergarten	21	
	<hr/>	
Total	560	
Number in attendance during Winter Term:		
Normal School	356	
Model School	193	
Kindergarten	20	
	<hr/>	
Total	569	
Number in attendance during Spring Term:		
Normal School	371	
Model School	202	
Kindergarten	23	
	<hr/>	
Total	596	
Male pupils in Model School.....	88	
Female pupils in Model School.....	122	
	<hr/>	
Total	210	210
Male pupils in Kindergarten.....	14	
Female pupils in Kindergarten.....	15	
	<hr/>	
Total	29	29
	<hr/>	
Total number of students, exclusive of duplicates...	671	



Drawing Class



The Arrow Maker's Daughter

(Please tear this page out and send it to the Principal)

Application for Admission

.....TO.....

Slippery Rock State Normal School

DEAR SIR: I expect to enroll as a student in Slippery Rock State Normal School, Slippery Rock, Pa., on or about....., 19.... Please reserve a room for me.

I am a graduate of the..... High School, in the Class of 191...., having completed the full course of.....years in that school.

I desire further information concerning the following:

.....
.....
.....
.....
.....
.....

Respectfully yours,

Name.....

Address.....



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